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**Překladové ekvivalenty anglických zvolacích vět
(*how* a *what*)**

**Translation counterparts of English exclamative sentences
(*how* and *what*)**

BAKALÁŘSKÁ PRÁCE

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„Prohlašuji, že jsem bakalářskou práci vypracovala samostatně a že jsem uvedla všechny použité prameny a literaturu. Souhlasím se zapůjčením bakalářské práce ke studijním účelům.“

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Abstrakt

Bakalářská práce se zabývá anglickými zvolacími větami s *how* a *what* a jejich českými překladovými ekvivalenty. Tyto věty v angličtině tvoří samostatný větný typ, neboť vykazují specifickou větnou strukturu a zároveň mají vlastní komunikační funkci (zvolání) z hlediska záměru mluvčího. Svou specifickou stavbou se věty s *how* a *what* odlišují od jiných vět s komunikační funkcí zvolání, které formálně přísluší do jiného větného typu. Vzhledem k tomu, že v češtině zvolací věty vlastní strukturou nedisponují, netvoří tedy ani samostatný větný typ. Zvolací komunikační funkci v češtině lze ovšem vyjádřit například intonací, v psaném projevu pak typickou interpunkcí (vykřičníkem) a lexikálními prostředky sloužícími k intenzifikaci daného výrazu. Analogický překlad anglických zvolacích vět s *how* a *what*, které představují nejpřirozenější typ zvolacích vět v angličtině, zní v češtině poměrně knižně. Diskurzivní funkce anglických zvolacích vět se v češtině vyjadřuje pomocí poměrně ustáleného souboru výrazů.

V první části práce je problematika anglických i českých zvolacích vět popsána teoreticky. Poté následuje analýza 132 příkladů anglických zvolacích vět (včetně vět eliptických) a jejich českých překladových protějšků. Data byla získána za pomoci programu *ParaConc*, který umožňuje práci s vícejazyčnými korpusy. Čerpáno bylo ze dvou románů od rodilých amerických autorů. Po roztržení množství příkladů na specifitější podskupiny se analytická část věnuje popisu anglických zvolacích vět s *how* a *what* z hlediska jejich výstavby a funkce a posléze i jednotlivým způsobům, jimiž je komunikativní funkce anglických zvolacích vět vyjádřena v češtině.

Abstract

This thesis deals with English exclamative sentences with *how* and *what* and their Czech translation counterparts. In English, these sentences constitute a specific sentence type, as they have a particular syntactic structure as well as discourse function (exclamation) in respect to the communicative intention of the speaker. Their specific structure distinguishes the sentences with *how* and *what* from other sentences that convey exclamation, but belong to a different sentence type. In Czech, exclamative sentences do not have specific structure and therefore they do not constitute an independent sentence type. However, exclamation can be

expressed e.g. by intonation and in written language with the help of punctuation (exclamation mark) and lexical means that intensify the phrase concerned. Analogical translation of English exclamative sentences sounds rather formal in Czech. The communicative function of English exclamative sentences is conveyed in Czech with a relatively fixed repertoire of expressions.

The first part explores the matter of English and Czech exclamative sentences theoretically. This is followed by the analysis of 132 examples of English exclamative sentences (including elliptic clauses) as well as their Czech counterparts. The data was acquired with the help of *ParaConc*, a program that enables work with multilingual corpora. The sources of these data were two novels by native-born American authors. After the classification of the examples into more specific subgroups, the analytical part describes the English exclamative sentences with *how* and *what* concerning their structure and function, and, finally, also the particular ways in which the communicative function of exclamation is conveyed in Czech.

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1. Introduction

A sentence is, from the syntactic point of view, a basic element of language. It can be defined in various ways, depending on the perspective from which this issue is approached. In terms of content it can be described as a verbal expression of a thought, in terms of function as expressing an attitude towards a fact, in terms of grammar as a unit structured in accordance with certain rules that are specific for the language, and so on. (Dušková, 2006: 309) The definitions also include the communicative aspect of the sentence, which characterizes the sentence in the act of communication. A sentence as a communicative locutionary unit is called an utterance, a sentence being characterized as an abstract language unit (sentence type), a syntactic-semantic scheme on the basis of which the particular utterance is created. (Dušková, 2006: 309)

According to the communicative intention of the speaker, there are four basic sentence types in English: declarative, interrogative, imperative and exclamative. Although the communicative functions of the basic sentence types are different, they sometimes overlap; that is, the form might correspond with one particular sentence type, but the communicative function expresses another. (Dušková, 2006: 310) Intentional modality is an obligatory feature of a sentence in the sense that every sentence has a form of one of the basic types; this form however is not restricted to its primary communicative function. The means through which the basic sentence types are realized in English and Czech are partly identical, partly different. In English, the specific means for expressing the intentional modality is the word-order, in Czech the intentional modality is conveyed with the use of particles. Both languages employ mood, pronouns and intonation. (Dušková, 2006: 310)

This study will deal with English exclamative sentences and their Czech translation counterparts. As mentioned above, this sentence type has a specific form that clearly distinguishes it from other sentence types. In contrast to this, Czech exclamatives do not constitute an independent sentence type: they merely differ in prosody or punctuation, but the sentence structure is the same as in one of the syntactically distinct sentence types in Czech (declarative, interrogative, imperative and optative sentence). (Dušková, 2006: 333) This thesis will focus in particular on the type of English exclamatives with a preposed sentence element introduced by the intensifiers *how* and *what*. This type is the most common as well as

most neutral way to convey exclamation in the English language. Interestingly, however, a close translation of this form would sound rather formal in Czech, and due to this fact, the translators usually employ different means.

The aim of this work is to compile a list of means by which the English exclamative sentences initiated with *how* and *what* are translated into Czech. The theoretical part (chapter 2.) of the study will describe exclamative sentences in greater detail with the help of relevant literature. In the next step (chapter 3.) examples of English exclamative sentences will be excerpted from books of fiction together with their Czech counterparts as they were conveyed by the respective translators. This will be achieved with the help of parallel concordance software *ParaConc*. These examples will be then used to accomplish the task of this work, that is, a comparison of means to convey exclamation in English and Czech (chapter 4.).

2. Theoretical background

2.1 Sentence types and exclamative sentence in English

There are four basic sentence types in English: declarative, interrogative, imperative and exclamative. This classification is based on the communicative intention of the speaker; each sentence type has a specific function. By exclamation, which is the communicative function of the exclamative sentence, the speaker expresses his or her feelings regarding the content of the sentence. (Dušková, 2006: 309)

“Exclamative utterances normally have the force of exclamatory statements.” (Huddleston, Pullum, 2002: 922) At the same time, however, they are not considered to be prototypical statements, as they have “a strongly subjective quality, so that they are not presented as statements of fact. Rather, they express the speaker’s strong emotional reaction or attitude to some situation.” (Huddleston, Pullum, 2002: 922) Moreover, “exclamatives do not give answers to (non-echo) questions: *How I enjoyed it!* is not an answer, and a very unlikely response, to *Did you enjoy it?*” (Huddleston, Pullum, 2002: 922). This expression implies that the degree of the quality is remarkable, but it does not indicate in what way. “This is why exclamative utterances are not naturally assessed as true or false.” (Huddleston, Pullum, 2002: 922)

The issue of defining English exclamatives is treated in various ways in different handbooks of grammar. As will be shown later, some of them include all sentences that convey the function of exclamation. It should be however made clear, as Peter Collins maintains (Collins, 2006: 195), that the class of exclamatives “is limited to clauses introduced by an exclamative phrase with *how* or *what*, and excludes structures such as *Isn’t syntax easy!* and *Syntax is so easy!*”. He argues that the illocutionary force of the exclamatory statement is grammaticalized only in the type with *how* and *what*.¹ This work will be concerned with exclamatives in the above described conception, which will narrow its focus. A broader approach would not be easily feasible due to search limitations, as the non-grammaticalized statements would be difficult to find in the parallel corpus.

¹ Collins presents the same argument in „Exclamative clauses: A corpus-based account“, *Proceedings of the 2004 Conference of the Australian Linguistic Society*.

2.2 Definitions of exclamatives

Professor Dušková defines the English exclamatives (Dušková, 2006: 333) as sentences that have a distinct syntactic structure, which clearly distinguishes them from other communicative sentence types. The most common type of the English exclamative sentence is characterized by the preposition of the verbal complementation preceded with the initial *how* or *what*. In this way, the exclamative sentence resembles the interrogative sentence, but it differs in the non-inverted word order, which remains the same as in the declarative sentence, that is, the subject precedes the finite verb, for instance, *How well I remember it! What fun we used to have together!* (Dušková, 2006: 333)

In *A Comprehensive Grammar of the English Language*, exclamatives are defined as “a formal category of sentence [...] restricted to the type of exclamatory utterance introduced by *what* or *how*” (Quirk et al., 1985: 833). It is further noted that similarly to *wh*-questions, the exclamatives require a *wh*-element in the initial position in the sentence. The *wh*-element (which can have the function of the object, complement, adverbial, or subject) may, due to the upset syntactic order, be placed into the prominent initial position instead of keeping its usual statement position. It is however added that unlike in *wh*-questions, there is usually no subject-operator inversion present. Following examples are provided (Quirk et al., 1985: 833-834):

- *wh*-element as subject: *What an enormous crowd came!* [S V – the rarest type]
- *wh*-element as object: *What a time we’ve had today!* [O_d S V A]
- *wh*-element as complement: *How delightful her manners are!* [C_s S V]
- *wh*-element as adverbial:
 - *How I used to hate geography!* [A S V O_d]
 - *What a long time we’ve been waiting!* [A S V]
 - *How quickly you eat!* [A S V]

The *wh*-element can also occur as prepositional element (*What a mess we’re in!*), as a “pushdown element of an indirect statement” (*How foolish you must have thought I was!*), or even in a prepositional phrase which acts as a whole as *wh*-element (*In what poverty these people live!*). (Quirk et al., 1985: 834) Occasionally, the subject and operator can be inverted

in written English, especially with a preposed adverbial, subject complement or direct object (*How strange is his appearance!*). Inversion often occurs with negative *rarely*; this form is however rare and rhetorical (*How rarely do I see you!*). (Quirk et al., 1985: 834) Also, “[o]nly two *wh*-words can be used to form the *wh*-element in exclamatory sentences: *what* as predeterminer in a noun phrase, and *how* as intensifier of an adjective, adverb, or clause” (Quirk et al., 1985: 834). This functional restriction is only natural since the *wh*-word “indicates an extreme position on some scale of value, and therefore can only appear at points in the sentence where an expression of degree is possible.” (Quirk et al., 1985: 834) Precisely the same role can be performed “by the emphatic degree items *such* (as a determiner) and *so* (as an intensifier) in statements and questions: We’ve had *such* a time.; Why did they tease you *so*?; Her manners are *so* delightful.” (Quirk et al., 1985: 834) “Exclamatives are very frequently indeed reduced by ellipsis to the single *wh*-element: *What a terrible wind!*, *How encouraging!*” (Quirk et al., 1985: 834).

The matter of reduced exclamatives is explored to greater depth in Huddleston and Pullum (2002: 921) under “Verbless exclamatives”. “An exclamative clause often consists of just the exclamative phrase (or of this plus a coordinator of the like), normally an NP or an AdjP: *What a nonsense! How fantastic!*” (Huddleston, Pullum, 2002: 921) In this example, the exclamative phrase functions as a predicative complement, where *be* and the subject are understood as “What nonsense that is!”. There is also the possibility “to omit just *be*, with an overt subject in final position: *What a terrible thing, that ‘wailing wall’ in Berlin!*” (Huddleston, Pullum, 2002: 921). “Another frequent verbless construction consists of an exclamative phrase followed by a declarative content clause, infinitival, or (less frequently) a gerund-participial: *How kind of you to let me know! What a coincidence that they were on the same bus!*” (Huddleston, Pullum, 2002: 921) It can be said that they omit *it* and *be* (*How strange it is/was that nobody noticed the error!*) “The subordinate clause thus functions as extraposed subject – and the infrequency of the gerund-participial reflects the fact that such clauses do not readily undergo extraposition.” (Huddleston, Pullum, 2002: 921)

This source also maintains that the exclamative sentences are characterized by involving one of the exclamative words *how* or *what*. These words take the initial position in the sentence when they are not in the role of subject. (Huddleston, Pullum, 2002: 918) Further, it explains the ambiguity between exclamative and open interrogative. Since *how* and *what* can have either of the above mentioned functions, the ambiguity might occur if prosody or punctuation

does not indicate their nature precisely (“*A remarkably large amount remains to be done*” or “*What is the amount that remains to be done?*”). (Huddleston, Pullum, 2002: 918) It is further pointed out that unlike the fairly numerous class of interrogatives, the exclamative class is only limited to two members, *how* and *what*: such clauses as *Who remains to be seen?* or *Which strange people inhabit these parts?* are thus clearly interrogative. (Huddleston, Pullum, 2002: 918)

In the second part of her publication *Studies in the English Language*, Professor Dušková notes that in English, “an exclamation with interrogative form differs from the respective question only by intonation, which is rising with the latter, but falling with the former: Has she grown? (Vyrostla?) - Has she grown! (Ta ale vyrostla!).” (*Studies*, 1999: 125) Nevertheless, the other characteristics of questions (inverted word order and, if necessary, periphrastic conjugation) are preserved. (*Studies*, 1999: 125)

2.3 Exclamative clauses

2.3.1 Meaning and use of exclamative main clauses

Generally, the form with *how* or *what* represents a frequent and quite neutral type of the English exclamative sentence. The corresponding Czech form sounds, contrary to this, rather formal. In Czech, the more frequent versions of exclamative sentence are the ones with *tak*, *takový*, *tolik* and so on. (Dušková, 2006: 334) However, the English equivalents of these words – *so*, *such* are markedly informal and also much rarer than the type with *how* or *what*: thus, the Czech exclamative form with *tak*, *takový*, *tolik* etc. often corresponds with the English sentence with *how* or *what*. Exclamative sentences are, due to their expressive, emotive nature, characteristic of common spoken language – not only dialogical, because emotions can be expressed even without an addressee. They do not occur in academic, technical and journalistic language. (Dušková, 2006: 335)

2.3.2 Dependent exclamative clauses

They have the same form like independent exclamative clauses with *how* and *what*; they only differ from them in the dependence of the verb form on the tense of the main clause, just as other types of dependent content clauses. (Dušková, 2006: 606) Dependent exclamative clauses can be distinguished from the dependent interrogative clauses by the intensifying function of the exclamative *how* and evaluating function of the exclamative *what*, as well as non-interrogative semantics of the head expression. (Dušková, 2006: 606) E.g. *Everybody was saying how well she looked.* (Cf. *How well she looks!*). or *It's marvellous what things people can do.* (Dušková, 2006: 606)

2.4 Exclamatives *how* and *what*

2.4.1 Exclamative *how*

The Cambridge Grammar of the English Language (Huddleston, Pullum, 2002: 919) considers two uses of *how* (both are adverbial). The first can modify an adjective, degree determinative, or adverb; *how* usually functions as a degree modifier. The following examples of exclamative and interrogative use of *how* are presented (Huddleston, Pullum, 2002: 919):

EXCLAMATIVE	OPEN INTERROGATIVE
i a. <i><u>How tall</u> they are!</i>	b. <i><u>How tall</u> are they?</i>
ii a. <i><u>How much time</u> we wasted!</i>	b. <i><u>How much time</u> did we waste?</i>
iii a. <i><u>How quickly</u> it grows!</i>	b. <i><u>How quickly</u> does it grow?</i>
iv a. <i><u>How very tactful</u> he is!</i>	b. * <i><u>How very tactful</u> is he?</i>

“In both constructions we are concerned with degree: with exclamative *how* the degree is remarkably great, with interrogative *how* it is to be indicated in the answer.” (Huddleston, Pullum, 2002: 919) There are however two differences: the first one shows, as can be seen in [iv], that unlike with interrogative *how*, exclamative *how* can modify another degree modifier (for instance *very*, *absolutely*, *remarkably*, etc.). The second difference lies in the fact that “while [ia] says that they are tall (remarkably tall), [ib] does not presuppose that they are tall, only that they have some degree, small or large, on the scale of tallness.” (Huddleston, Pullum, 2002: 919)

The second of the two main uses of *how* is its ability to modify a verb: “*How they deceived her!* - *How did they deceive her?*; *How I hated it!* - **How did I hate it?*” (Huddleston, Pullum, 2002: 919) The commentary notes that there is a great difference, as “exclamative *how* is again concerned with degree, whereas interrogative is rarely used in that way” (asking in what way they deceived her). (Huddleston, Pullum, 2002: 919)

Concerning *how* in the exclamative sentences, Dušková similarly notes that it has an intensifying function, that is, it expresses a high degree of the respective quality or action. (Dušková, 2006: 333) This function is obvious due to the possibility of replacing it with *much*

or *well* (or *badly*, *ill*); if *how* is used independently (compare *How I envy you!* – *How much I envy you!*) and alternatively with the help of *so* (*I remember it so well!*). (Dušková, 2006: 333) Non-gradable verbal meanings thus cannot appear in exclamative sentences with *how* alone (compare **How they treated you!*). Only that form is possible, in which *how* intensifies the determination of manner (and not verbal meaning), compare *How well / badly they treated you!* (Dušková, 2006: 333)

2.4.2 Exclamative *what*

Analogically to *how*, exclamative *what* has the intensifying function, which is apparent from the alternative expression with the help of *such*: *We used to have such fun together!* If *what* stands alone in front of a noun that does not express gradable meaning, some qualification (positive or negative) is always implied, and this qualification is always intensified by *what*; for instance, *What ideas he has!*, meaning *What strange / silly / good, etc. ideas he has!* (Dušková, 2006: 333)

The exclamative *what* differs from the interrogative *what* both syntactically and semantically. The interrogative *what* is a determiner (like articles), that is, the presence of one of these agents excludes the other; compare *He made a discovery.* – *What discovery* (not **What a discovery*) *did he make?* The exclamative *what* is a modifier (like adjectives), which means that it does not exclude determination by an article. (Dušková, 2006: 333) The determination is here restricted to the indefinite article, which is postposed as in the case of *both* and *all*. (Dušková, 2006: 334)

Another difference is that in exclamative sentences, the occurrence of nominal *what* is markedly limited, whereas the interrogative *what* does not have such limitation; compare *What offers did he refuse?* – *What offers he refused!* × *What did he refuse?* – **What he refused!* The exclamative sentence with nominal *what* requires verbal meanings capable of quantitative or qualitative intensification, for instance *What she suffered!* (Dušková, 2006: 334) Semantically, exclamative *what* expresses evaluation, which can be positive or negative, or intensification, whereas interrogative *what* is inquiring for quality, compare *What (excellent) offers he refused!* – *What (kind of) offers did he refuse?* (Dušková, 2006: 334)

According to Huddleston and Pullum, “*what* occurs in NPs with a following noun head: there is no exclamative counterpart to the interrogative *what* of *What did they bring with them?*” Following patterns can be found in noun phrases with a noun head (Huddleston, Pullum, 2002: 919):

EXCLAMATIVE

What a game it was!

What games he played!

What music he played!

OPEN INTERROGATIVE

What game was it? [count singular]

What games did he play? [plural]

What music did he play? [non-count]

It is explained that the first example where the noun phrase is in count singular clearly shows the difference between the exclamative form with *what a*, and the interrogative with just *what*. However, the other two cases are impossible to distinguish in this way, as they include plural and non-count singular noun phrase. (Huddleston, Pullum, 2002: 919) “We take interrogative *what* to be a determinative functioning as determiner; exclamative *what*, in contrast, is an adjective functioning as external or internal modifier.” (Huddleston, Pullum, 2002: 919) While exclamative *what* is concerned with quality and degree, interrogative *what* is asking about identity and seeks answers to questions. It should also be noted that in the exclamatives, the quality of the modified element is always remarkable; however, it is usually not indicated whether it is remarkably good or remarkably bad. (Huddleston, Pullum, 2002: 920)

2.4.3 Differences between exclamative *what* and *how*

There are two differences recognized between the exclamatives *how* and *what*: the first one is in style, as *how* is considered more formal than *what*, especially concerning their occurrence in main clauses (compare *How well she plays!* to the less formal *What a fine player she is!*). (Huddleston, Pullum, 2002: 920) The second difference concerns the distribution of these exclamatives: *what* can only function as a modifier in NP structure, whereas *how* can modify adjectives, degree determinatives, adverbs and verbs. In this case, the distributional difference corresponds with that of *such* and *so*). (Huddleston, Pullum, 2002: 920)

2.5 Other forms to convey exclamation

There are different possible approaches how to define and classify exclamatives. As mentioned above, the exclamative sentences with *how* and *what* have both the communicative function of an exclamation and the specific syntactic form of an exclamative sentence. The following paragraphs show sentences that can function as an exclamation, but have the form of another sentence type.

Professor Dušková lists the following possibilities:

- A subjectless non-finite clause, e.g. *Shame! What nonsense! How odd!* (Dušková, 2006: 334) [The type of this clause with *how* and *what* is also included in the examples analysed in chapter 4. (section 4.1.1) of this thesis.]
- An exclamative type which is formally identical with the negative *yes-no* question, e.g. *Isn't it exciting!* Exclamative sentences of this kind differ from the negative *yes-no* questions in intonation (falling or raising-falling) as opposed to the typical raising intonation of the *yes-no* question) (Dušková, 2006: 334). The negation in this type of exclamative sentences does not deny the content of the sentences, but it confirms it. It always has to have the reduced form *n't*. The sentence *Hasn't he gone a long way* can be - according to the intonation - a question or exclamation, whereas a sentence with non-reduced negation *he has not gone a long way* expresses only a question. (Dušková, 2006: 334) The confirming function of the negation requires expressions specific for positive sentences (as opposed to expressions specific for negative sentences), e.g. *Aren't some people fools!* This type is quite rare. (Dušková, 2006: 335)
- Even rarer, however, is the exclamative sentence in the form of the positive *yes-no* question, e.g. *Has it done me good!* (Dušková, 2006: 335)
- The form of a *wh*-question with the exclamative function can be only met at the type of *should... but*, e.g. *Who should turn up but Charles with some pals!* (Dušková, 2006: 335)
- The optative sentences are also classified as exclamative sentences, but unlike genuine exclamative sentences they do not have a specific form. In this respect they also differ from optative sentences in Czech, where they constitute an independent sentence type; compare *Kéž (by byli) přijeli včas!* (Dušková, 2006: 335)

The Cambridge Grammar of the English Language (Huddleston, Pullum, 2002: 923) also offers several types of exclamations that do not have the typical form of exclamative clauses, differently classified from the ones mentioned above:

- Closed interrogatives: this group involves both negative and positive *yes-no* questions. It is noted that they can be used as rhetorical questions indirectly conveying exclamatory statements: the implicit meaning is close to that of the positive exclamative *How cold it is!*” (Huddleston, Pullum, 2002: 923; see also above: Dušková, 2006: 334-335)
- *So* and *such*: have an analogous grammatical function as *how* and *what*, but they are not classified as exclamatives because the phrase which contains them is not obligatorily fronted. (Huddleston, Pullum, 2002: 923)

<i>such a difficult problem</i>	<i>so difficult a problem</i>
<i>such difficult problems</i>	* <i>so difficult problems</i>
<i>such difficult work</i>	* <i>so difficult work</i>

- Extraposable NPs: “NPs with the form *the* +... N + integrated relative clause / *of* phrase can stand on their own as exclamations: *The money he spends on clothes! The cost of these clothes! The way he treats his wife!*” (Huddleston, Pullum, 2002: 924) Extraposable NP’s “can appeal in extraposed subject position with predicates such as *amazing*: *It’s amazing the money he spends on clothes / the cost of these clothes; It’s a scandal the way he treats his wife.” (Huddleston, Pullum, 2002: 923) Usually, the implied attitude of the verbless examples expresses disapproval. “An alternative to *the* +... N + relative is the fused relative construction: *What some people will do to save a few dollars!* (compare: *The things some people will do...*).” (Huddleston, Pullum, 2002: 924)*
- Imprecative retorts: this structure is composed of an expletive, personal pronoun subject and auxiliary with anaphoric ellipsis of the complement. A: *I’ll invite them round for dinner.* B: *Like hell you will!* (Huddleston, Pullum, 2002: 924)

2.6 Exclamative sentences in Czech

Exclamative sentences are described in detail in English handbooks of grammar; however, it is a different matter in Czech. In a comprehensive grammar of Czech, *Příruční mluvnice češtiny*, exclamatives cannot be found in a separate chapter; they are however mentioned in passages about declarative and interrogative sentences. The chapter about utterances with the indicative communicative function (*Příruční mluvnice češtiny*: 321-322) explains that the conclusive cadence as a constituent of this form can occur in two variations. The type with falling intonation is emotionally unmarked, its variant being the type with raising-falling intonation (the sentence stress is the melodic peak of the sentence and the following syllables have a falling intonation). The latter type is used to emphasize the rheme, especially when the speaker's emotions are excited; an utterance with such cadence is traditionally labelled as exclamative utterance. (Compare falling intonation in *Přišel ti telegram.* with raising-falling intonation in *Přišel ti telegram!*)

The grammar book also touches upon sentences with exclamative function in the passage about interrogative sentences. It mentions that interrogative sentences have also “non-interrogative” functions, which are related to special communicative-pragmatic conditions. (*Příruční mluvnice češtiny*: 275) These could be defined as sentences where the speaker does not comply with the rules of the relevance of the information, that is, when it is clear that he does not express hesitation or demand a completion of a missing piece of information, as it is obvious that he has perfect understanding about the state of the matter concerned. (*Příruční mluvnice češtiny*: 275) Such an interrogative sentence is then strongly emotionally marked and is considered to have a different function than interrogative. Moreover, this functional transposition is usually accompanied with changes in intonation and more frequent use of pronouns and particles. (*Příruční mluvnice češtiny*: 275)

The article in the textbook then elaborates on the so-called questions of wonder in which the speaker does not express uncertainty or hesitation, but a surprise at an obvious (though possibly unexpected) state of things. (*Příruční mluvnice češtiny*: 275) If the questions of wonder take the form of *yes-no* questions, their positive or negative variant is not semantically equivalent: a positively-oriented sentence expresses a positive statement, a negative sentence expresses a negative one (the neutralization of the negation does not apply in this case). For

instance: (A: *Jan se vrátil.*) B: *Tak on se vrátil?*; (A: *Jan se nevrátil.*) B: *Tak on se nevrátil?* By contrast, a limited number of cases of neutralized negation can be observed at the *wh*-questions of wonder. For instance *Co (to) vidím!* - *Co (to) nevidím!*; *Kdo (to) k nám přišel!* - *Kdo (to) k nám nepřišel!* It seems that the negative form is somewhat more expressive. (*Příruční mluvnice češtiny*: 275)

Exclamative sentences are also briefly mentioned in Grepl and Karlík's *Skladba češtiny* in the chapter about a number of communicative functions of utterances (Grepl, Karlík, 1998: 423). The authors list four main functions of utterances that occur in grammar books for schools (declarative, interrogative, imperative and optative), to which the exclamative sentences are sometimes added. These, however, are in this case not classified as such in terms of function, but of intonation. The authors argue that all functional types of utterances may be expressed with either neutral, non-exclamative intonation (*Petr se už vrátil*; *Posad'te se*), or with an excited, exclamative intonation (*Petr se už vrátil!*; *Posad'te se!*). Various ways of shaping the intonation however help to identify and understand the communicative function of the utterance and often signify various emotional attitudes of the speaker. (Grepl, Karlík, 1998: 423).

As Dušková sums up, in Czech the exclamative clause does not constitute an independent, formally differentiated sentence-type. As mentioned above, it differs only in intonation, whereas the syntactic structure is the same as in the declarative, interrogative, imperative or optative sentence. (Dušková, 2006: 333) Dušková also notes that in Czech, due to the formal features of questions being restricted to intonation, the interrogative sentences cannot perform the exclamatory function. (*Studies*, 1999: 125)

3. Material and Method

3.1. Material

The examples for the comparison of means to express exclamation between English and Czech were excerpted from books of fiction, where the occurrence of exclamative sentences can be expected, as this kind of literature is likely to include direct speech. The sources of excerpts were two novels by American authors: John Irving's *A Widow for One Year* translated into Czech by Milada Nováková and Chuck Palahniuk's *Choke* translated by Richard Podaný. We drew 132 examples of English exclamative sentences (including elliptic sentences) and their corresponding Czech counterparts, as they were conveyed by the respective translators.

The material for the theoretical background of the thesis was drawn from several comprehensive books of grammar as well as specialized articles on exclamative sentences. The sources that provided the most substantial amount of information were *Mluvnice současné angličtiny na pozadí češtiny* by Libuše Dušková et al. (2006), *The Cambridge Grammar of the English Language* by Rodney Huddleston, Geoffrey K. Pullum et al. (2002) and *A Comprehensive Grammar of the English Language* by Quirk et al. (1985). Since this thesis deals mainly with contrasting of the English and the Czech means of conveying the exclamative sentences, the above mentioned *Mluvnice současné angličtiny na pozadí češtiny* was essential in this matter. To describe the issue of the Czech exclamative sentences, we used two Czech handbooks of grammar, *Příručka spisovné češtiny* by Miroslav Grepl et al. (1996) and *Skladba češtiny* by Miroslav Grepl and Petr Karlík (1998).

3.2. Method

Having surveyed the theoretical descriptions of the exclamative sentences in the grammar books, we can now proceed to the practical analysis. To gain sufficient material for that, examples were excerpted from the two above mentioned sources from the parallel corpus with the help of *ParaConc*.

3.2.1 *ParaConc*

ParaConc is parallel concordance software: it is able to operate with two or more languages concurrently, and therefore can be used for contrastive analyses. For our purposes, the crucial function of the program was “advanced search”, which enabled us to find specific English expressions entered into the search, together with their translation equivalents in Czech.

3.2.2 Excerption of the examples

Based on the method described in the paragraphs that follow, the sources specified in section 3.1 provided 132 examples of English exclamative sentences and their Czech equivalents that became the basic data for the analytical part of this thesis. The examples only include exclamative sentences introduced with *how* and *what*. One reason for this restriction is the fact that this kind of exclamative has a distinct syntactic structure, that is, its introduction with the exclamative phrase with *how* or *what*. Other potential forms of exclamatives are not grammaticalized as the former ones; therefore, the search for them is rather difficult. Since they have no distinct grammatical form, they might only be distinguished from other sentence types through specific intonation or punctuation; the employment of the former alternative would be technically too demanding. It might be possible to search for them in *ParaConc* by the means of looking up sentences with the exclamation mark; however, that might exclude a great portion of exclamatives that are concluded with a full stop.

The sentences were searched for in *ParaConc* by entering the words *how* and *what* in the search. The easiest and most sure way to find exclamative sentences was to look for the phrase “what a”; however, the results were not numerous. The rest of the sentences were found by looking for the expressions “_how_” and “_what_”, which were entered

simultaneously into the search, so that the relative frequency of the respective expressions could be determined. The outcome of this search consisted of a number of sentences, only a small part of which included exclamatives. The examples that were not relevant for this work were manually discarded. Three examples of dependent interrogative clauses were kept for the purposes of contrastive analysis in section 4.2 of the analytical chapter.

The largest portion of the outcome naturally involved interrogative sentences, both main and dependent clauses, which included interrogative *how* and *what*. Due to their distinct structure (indirect word order), many of these sentences were recognized easily in cases where *how* or *what* were either directly followed by a verb, or by a pronoun or proper name that was followed by a verb. Other cases usually included other structures typical for interrogative sentences, such as “how about”, “what about”, “what sort of”, “what kind of” and the like. Instances of nominal relative clauses and appositive clauses also occurred.

In the next chapter, the excerpted examples of exclamative sentences were organized in various ways, according to their form, function and so on. The English exclamative sentences are explored first (4.1 to 4.4). Afterwards, the means of their translation into Czech will be organized in diverse categories and finally summed up (4.5).

Each of the examples was assigned a specific code that enables its identification and by which the particular excerpt is referred to in the analytical chapter. This identification code consists of two parts:

- (1) The first part of the code is composed of two letters that, based on the name of the author, serve as a reference to the respective source of the example: *IR* stands for Irving’s *A Widow for One Year*, *PA* stands for Palahniuk’s *Choke*.
- (2) The second part of the code is a number that indicates the order of the excerpts after being alphabetically ordered according to the first word on the right from the exclamative *how* or *what*, and subsequently sorted into groups and subgroups as described in the analytical part of the thesis (4.1).

Based on this principle, e.g. the code *IR09* implies that the example concerns an exclamative clause from the novel *A Widow for One Year* by John Irving and appears as a ninth example in the above mentioned ordering.

4. Analysis

The practical analysis will describe the excerpted examples of exclamative sentences and their translation equivalents. As mentioned in the previous chapter, the examples used for the analysis were excerpted from two sources, Irving's *A Widow for One Year* (further referred to as IR) and Palahniuk's *Choke* (further as PA). Both of the sources were searched in their entirety with the help of *ParaConc*, so that all the instances with exclamative *how* and *what* could be isolated. The former source (IR) provided 110 examples and the latter (PA) 22, i.e. 132 examples in total, which is a sufficient number for the requirements of the analytical part of this thesis.

The first parts of the analysis describe English exclamative sentences: in chapter 4.1 they are classified on subgroups, which will be convenient for their further description, section 4.2 deals with head words on which dependent exclamatives depend; chapter 4.3 explores modification of phrases that are already modified by the exclamative *how* or *what* and 4.4 addresses punctuation of the exclamatives. The last section, 4.5 explores the matter of translation of English exclamatives into Czech.

4.1 Classification of the exclamative clauses

As mentioned above, due to their large number and variety, the examples had to be sorted into smaller, more specific groups and subgroups. In the first step, the excerpts (132 in total) were divided into two main groups, **A** and **B**. Group **A** includes twenty-eight examples with *what*- or *how*-exclamatives as the main sentence (1); group **B** numbers 104 sentences where the *what*- or *how*-exclamatives represent dependent clauses (2).

(1) *[[What]] a possibility!* (IR08)

(2) *Ruth hated [[how]] exposed she felt when she was signing books for a mob.* (IR47)

Interestingly, it can be noted that a greater part of the sentences from group **A** were clearly part of a direct speech (3) or had strong emotive message (4).

(3) *'Oh, [[how]] tedious,' Ruth said wearily...* (IR19)

(4) *[[What]] a vulgar woman Hannah was!* (IR16)

Exclamative clauses from group **B** are parts of larger syntactic units and function as various sentence elements. This matter will be dealt with in section X.X.

Table 1

	Main (A)		Dependent (B)		Total (%)
	Verbless (%)	Full (%)	Verbless (%)	Full (%)	
<i>what</i>	10 (7.6)	8 (6)	- (0)	7 (5.4)	25 (19)
<i>how</i>	1 (0.8)	9 (6.8)	- (0)	97 (73.5)	107 (81)
total	11 (8.4)	17 (12.8)	- (0)	104 (78.8)	132 (100)

As is apparent from Table 1 the excerpts from groups **A** and **B** were divided into four subgroups, based on the exclamative adverb, *what* or *how*. Group **A** contained ten examples with *how* (subgroup **AH**) and eighteen with *what* (**AW**); group **B** numbered ninety-seven instances with *how* (**BH**) and only seven with *what* (**BW**). As the subgroups share certain general features, this basic division will serve for further sorting of excerpts in exploration of various issues.

The numbers clearly show that *how*-clauses constitute a considerable majority of excerpts, especially in the dependent clauses. This could be explained by a greater versatility of *how* concerning the elements that can be modified by it, that is adjectives (5), degree determinatives (6), adverbs (7), and verbs (8). As opposed to this, *what* can only modify a NP-structure (9).

(5) *And [[how]] young they were.* (IR27)

(6) *She also recalled [[how]] wonderfully understanding Allan had been.* (IR109)

(7) *She knew, of course, [[how]] strongly she had affected him ...* (IR104)

(8) *My goodness, [[how]] you've grown!* (IR26)

(9) *[[What]] a dilemma!* (IR06)

The issue of modification will be explored more closely in section 4.3.

Another difference between *how* and *what* that could explain the quantitative prevalence of *how* concerns style. As noted in chapter 2.4.3, *how* is considered more formal than *what*. However, this mainly applies to exclamatives in main clauses, a criterion which is not met in most of the examples with *how*. Notwithstanding this rule, the texts concerned probably cannot be considered formal.

Next, each of the existing subgroups was divided into full and verbless sentences (accordingly, letters F and V were added to names of the subgroups to mark the presence or absence of the verb, i.e. AHV for main verbless sentence with *how*, etc.).

Regarding the section with *what* and *how* in main sentences, subgroup with verbless clauses with *what* (**AWV**) contains ten examples, full sentences with *what* (**AWF**) eight, verbless clauses with *how* (**AHV**) one and full sentences with *how* (**AHF**) nine examples. No verbless clauses occurred in sentences where the exclamative clause with *what* or *how* was in subordinate relation to another clause. In total, there are eleven instances of verbless exclamative sentences and 121 with expressed verb.

The last division created groups specific enough to share certain features that can be explored in greater detail in the following chapters.

4.1.1 Verbless exclamatives

As stated in the previous section, the subgroups with verbless main sentences with *what* (**AWV**) and *how* (**AHV**) include eleven sentences where the verb is omitted from the main sentence. Taking a closer look, it becomes clear that the verb missing can be recovered very easily:

(10) *'He's sending you to break up with her - [[what]] a coward!'* (IR01)

(11) *'[[What]] a racket!'* (IR03)

The exclamative clause in example (10) can be completed with the expression *he is* (*What a coward [he is]*) and example (11) could be rewritten as *What a racket that was*. All other sentences would be completed very similarly with same or similar expressions such as *that is*, *that was*, *it was*, *he was*, etc. Therefore, we can conclude that the ellipsis only concerned the main verb (*to be*) in its respective forms and a proform referring to the phrase (person, situation) modified by the exclamative *what* or *how*.

The effect of the ellipsis is probably the emphasis of the communicative function of the exclamative sentence, i.e. of the exclamation: the shorter the sentence, the greater emotional force. It should be added that most of the sentences concerned except one (12) indeed are not further modified and only contain the expression *what a/an* and a NP and in one case *how* and an adverb.

(12) *'[[What]] a pity, then, that he would write about her as he did.'* (IR07)

In this case the *what*-clause is a non-restrictive apposition, which actually expresses the subject of the sentence (*That he would write about her as he did was such a pity.*)

4.2 Head words

As mentioned above, in many cases it is difficult to distinguish between an exclamative and an open interrogative, especially when dependent clauses are concerned (due to the same word order). In some sentences it is possible to discriminate between an exclamative and an open interrogative with the help of the head verb the particular clause is dependent on; e.g. the words *inquire*, *wonder*, etc. are very likely to signify an open interrogative; on the other hand, words such as *amaze* or *surprise* are more likely to indicate an exclamative clause. This subchapter offers a short survey of head verbs of the dependent exclamatives (group **B**).

There were seventy-five examples (out of 104) where the exclamative clause depended on a verb in the main sentence. By far the most frequent verbs were *to realize* (thirteen examples):

(13) *Eddie realized [[how]] much he loved them ...* (IR49)

and *to know* (11 examples):

(7) *She knew, of course, [[how]] strongly she had affected him [...]*. (IR104)

Both of these verbs indicate quite clearly that the speaker or narrator does not pose a question, but rather expresses a piece of knowledge (factual verbs).

Among other frequent verbs were *tell*, *see*, *imagine*, *surprise*, *think*, *amaze*, *say*, *observe*, etc.:

(14) *You'll be amazed [[how]] fast the time flies.* (PA14)

Most of these words however are not the decisive element in the question of distinguishing an open interrogative from an exclamative. There were many cases where the same verb occurred in both circumstances, e.g. *see*, *(didn't) know*, *tell*, and so on:

(15) *... she opened up the old white Volvo, just to see [[how]] fast it could go.* (IR112)

In example (15), it is implied that the person concerned was not impressed by the speed the car could develop, but that she wanted to find out about it. Compare with (16):

(16) *She couldn't stand to see [[how]] sheepish he was;...* (IR98)

Here it is clearly shown that the verb *to see* functions in the first case as *to find out* and in the second sentence as *to know*.

(17) *She even went with him [...] to tell the barber [[how]] much to cut...* (IR113)

In this sentence (17) the verb *to tell* implies an instruction to the particular person about the further proceedings of his tasks – i.e. of the quantity (*how* much) of hair he might cut, while the following example (18), *to tell* could be paraphrased as *to inform* the person concerned about the heroine's strongly positive emotional attitude to another person:

(18) *Ruth couldn't wait to tell her father [[how]] much she had liked Eddie -...* (IR84)

Regarding this matter, it can be concluded that the main verbs might be helpful at distinguishing an open interrogative from an exclamative (e.g. *to measure how*, *to ask how* indicates the former but *to be impressed at*, etc. signifies the latter). However, in most of the cases it is necessary not to consider the verb alone, but together with the context of the whole sentence. [Even then some cases might remain fairly ambiguous, e.g.

(19) *...Eddie opened a window to feel [[how]] cold it was - ...* (IR111)

Here it is possible to interpret the sentence in the exclamative sense: *Eddie opened the window because he wished to feel personally that the temperature was exceptionally low*. However, during the sorting of the excerpts it was concluded that the interrogative interpretation (Eddie opened the window to find out about the temperature, which was presumed to be low) was more logical.]

The rest of the excerpts from group **B** (twenty-nine out of one hundred and four) include sentences in which the exclamative clause complements a noun as a part of a prepositional phrase.

(20) *With her heightened awareness of [[how]] much she loved her only child...* (IR75)

(21) *The desk itself was a testimony to [[how]] little [he] had used it!* (IR61)

(22) *Ted interrupted the part about [[how]] much [they] had had to drink,...* (IR80)

While in the previous part the exclamative clauses functioned most often as the object (sentence element), in these cases they serve as postmodifiers of the noun structures, which can have the function of various sentence elements (object prepositional in (20), subject complement in (21), object in (22)).

In the second source (Palahniuk), there is a considerable number (eight out of twenty-five) of exclamative sentences that are preceded by the structure *That's* / *That is* / *This is*:

(23) *That's [[how]] beautiful she looks.* (PA06)

(24) *... that's [[how]] bad I need to drink right now.* (PA03)

Technically, all these clauses have the function of the subject complement. The reader might however perceive the *That's* structure as a kind of 'anacrusis', i.e. an anaphoric expression which relates the exclamation to the preceding context and functions to point out the degree or emotive emphasis.

4.3 Modification

This section will deal with the issue of further modification of phrases that are already modified by the exclamative modifiers *how* or *what*. As mentioned above (4.1), the *how*-phrases can modify an adjective, adverb, another degree modifier, or verb, while *what*-exclamatives only modify NPs. Both types of exclamative phrases serve as indicators of a remarkable degree of some quality or quantity. However, by themselves they do not determine whether the remarkable degree mentioned has positive or negative meaning. This is very often indicated lexically in the phrase that follows (the content clearly expresses whether the speaker is pleased or not); nevertheless, there are cases where the positivity or negativity remains ambiguous, especially outside the context of the sentence.

The excerpts were sorted into three basic groups: unmodified phrases with *what*, modified with *what*, and modified with *how*. The first two sets of groups have subgroups, according to the parts of speech they modified. Special attention will be paid to examples exhibiting ambiguity of meaning caused due to the non-specified character of their emphasized feature.

4.3.1 Unmodified NPs with *what*

The first group involves twelve examples from excerpts where the noun phrase is not modified by another means than the exclamative *what*. Since this group is prone to contain cases of equivocality of meaning, all examples shall be examined concerning this matter. The sentences shall be divided according to the degree of ambiguity into three subgroups:

- **UW1** (the combination of letters UW standing for unmodified NPs with what) contains examples with their meaning explicitly stated,
- **UW2** including cases that are more or less clear, but might be understood otherwise in different contexts, and
- **UW3** with strongest ambiguity of meaning.

The first subgroup (**UW1**) contains eight instances with unambiguous meaning. The following examples (25), (10), (11) and (26) are similar in clearly expressing an unfavourable meaning by lexical means:

(25) *She was beginning to realize [...] what a coward [...] she was.* (IR29)

(10) *'He's sending you to break up with her - what a coward!'* (IR01)

(11) *'What a racket!'* (IR03)

(26) *'What a mess,' Effie observed.* (IR05)

Through the deliberate use of the words *coward*, *racket* and *mess* the speaker expresses his subjective commentary, which is in these cases an apparently negative evaluation of the person or situation concerned.

The remaining examples seem to convey a somewhat more objective statement or at least a less emotionally marked way of expression.

(12) *What a pity, then, that he would write about her as he did.* (IR07)

(9) *What a dilemma!* (IR06)

(27) *... look what opportunities had come out of it!* (IR33)

For instance in (27) the speaker comments on the results of past events and makes an objective observation. Example (12) conveys a moderate exclamation of disappointment and sympathy, while (9) expresses the difficulty of the situation concerned.

UW2, the second subgroup, comprises of several examples in which the ambiguity of meaning might occur in certain circumstances:

(28) *What a mob it was.* (IR11)

This example is only slightly ambiguous due to the lexical meaning of the word *mob*, which is in most cases likely to be pejorative. However, the word might also be used relatively neutrally, or used to convey a hyperbolic or humorous expression.

The following sentence is interesting regarding the status and attitude of the speaker.

(29) *'What a set of hooters, huh?'* (IR02)

This expression conveys the speaker's emotive response to a particular object, probably a favourable one. Nevertheless, a shade of ambiguity might be perceived due to the use of the rather vulgar expression (*set of*) *hooters*, which is most likely to signify something about the character of the speaker; it could however also imply that it is the particular object or person that make the speaker choose a vulgar expression to describe them.

(30) *What a smile it was!* (IR12)

This is yet a slightly different case. The speaker chose a neutral word (*smile*), which makes the whole expression be conducive towards the positive meaning. If the speaker intended to make the meaning negative, he might have chosen a more emotionally marked word; however, outside the context, it cannot be safely determined that the meaning is positive with the neutral expression. (For instance, the next sentence could describe some negative traits of the smile).

(1) *What a possibility!* (IR08)

Here it is apparent that the *possibility* is remarkably great, and again it is probable that the meaning of this exclamation is positive, but the word again allows also a negative interpretation and can be fully understood only when combined with the context of surrounding sentences. This example might theoretically be an expression of irony.

The third subgroup (UW3) only contains one example that can be explained in both positive and negative meaning, which is caused by the missing context.

(31) *What a joke! Ted was thinking.* (IR09)

Here the speaker's exclamation might convey either straightforward (literal) or ironical meaning: the *joke* is either very good or very bad, or there may be no *joke* at all and the speaker merely ironically comments on some situation.

4.3.2 Modified NPs with *what*

In contrast to the preceding part, this group deals with NPs that were modified in more ways than the *what*-phrase only. There are fourteen examples meeting these criteria; ten of them are modified by a single adjective, two by two adjectives, one by an adverb and an adjective, and one by one adverb and two adjectives.

Most of the modifiers had a subjective evaluating nature, i.e.:

(4) *What a vulgar woman Hannah was!* (IR16)

(32) *What an odd man he is! she thought.* (IR17)

The words *vulgar* and *odd* express the speaker's negative evaluation of the people concerned.

(33) *He'd been thinking about what an unwise color choice it had been...* (IR32)

(34) *What lousy luck for your first time.* (IR10)

Similarly, the sentences (33) and (34) express a negative evaluation of a particular situation. Without modification, all these cases would be strongly ambiguous.

Favourable impressions can be illustrated on the following examples:

(35) *'What a flat tummy you have,' the prostitute told her.* (IR13)

(36) *... she could see what a beautiful boy he must have been.* (IR30)

In these two cases the noun was modified by an adjective which gave the noun a clearly positive value.

(37) *And then... what a pleasantly long fall and winter it might be!* (IR15)

Here the noun was modified by an adjective, which itself was modified by an adverb. The adjective suggests a quality of the noun that might have ambiguous explanation (the *fall* could have been unpleasantly *long*); however, the equivocality of the meaning was prevented by the adverb, which specified the quality given by the adjective.

In the cases hitherto, the particular nouns were assigned certain features or qualities by their modifiers. In contrast to this, the following examples include modifiers which emphasize the degree of the particular qualities:

(38) ... *and no one but Harry knew what a truly useful little tool it was.* (IR28)

(39) *But what an enormous risk he was taking!* (IR18)

The words *truly* and *enormous* function as intensifying degree modifiers. The former modifies another two (adjectival) modifiers; these suggest the positive value of the noun, which is confirmed and intensified by the preceding adverb. In the latter case, the noun is only modified by one adverb: other value-specifying modifiers are not necessary, as the negative character of the word *risk* is already apparent from its lexical meaning.

4.3.3 Unmodified phrases with *how*

This group only includes examples, which did not need specification of the quality or quantity modified by the exclamative *how*, i.e. cases, where *how* modified a verb structure. There are only six examples of this kind, all of which belong to the group of main exclamatives.

(40) *Oh, [[how]] he'd been tempted!* (IR22)

(8) *'My goodness, [[how]] you've grown!'* (IR26)

As both of the examples above show, the exclamative *how* functions in these cases to express the remarkable intensity of the meaning expressed by the verb.

4.3.4 Modified phrases with *how*

The majority of the example sentences with *how* include another modifier, i.e. an adjective, an adverb, or another degree modifier. Adjectives (41) and adverbs (42) serve to indicate the quality or quantity modified by *how*:

(41) ... - *simply because of [[how]] beautiful Marion had been.* (IR38)

(42) *If only they'd realized [[how]] little she liked her so-called personal life!* (IR60)

Another degree modifier occurs only in a few cases:

(6) *She also recalled [[how]] wonderfully understanding Allan had been.* (IR109)

Its function is to intensify the particular quality or quantity that was already modified by *how*.

(A more typical example would be, e.g., *how very understanding*.)

As it is apparent from these examples, the phrases with *how* (both the ones further modified, as well as the unmodified ones) convey unambiguous utterances evaluating or emphasizing certain quality or quantity.

4.4 Punctuation

As was apparent in the theoretical chapter, it seems that the grammar books prevalently choose examples with illuminating punctuation: the majority of sentences are ended with the exclamation mark. To analyze this matter here, it is necessary to discuss the main (A) and dependent (B) exclamative clauses separately, as the dependent exclamative clauses are subordinate parts of larger syntactic units that determine the communicative intention of the whole sentence.

The examples extracted from *ParaConc* showed that indeed a greater part of exclamative main sentences (group A), i.e. eighteen out of twenty-eight examples, used the exclamation mark (there was five out of ten in verbless clauses with *what*, three out of eight in full sentences with *what*, and six out of nine in full sentences with *how*). A majority of these are short sentences, which are likely to carry a more passionate utterance. A typical example follows:

(11) '[[*What*]] *a racket!* (IR03)

There are however several short independent exclamatives that are ended with a period.

(34) '[[*What*]] *lousy luck for your first time.* (IR10)

The reason for not using the exclamation mark in sentence (34) might be that the utterance conveys a milder type of exclamation, or that the speaker expresses melancholy or sympathy.

(26) '[[*What*]] *a mess,' Effie observed.* (IR05)

Here (26) the exclamation mark might be missing due to the punctuation rules in the direct speech (it is common to use a comma).

(12) '[[*What*]] *a pity, then, that he would write about her as he did.* (IR07)

Sentence (12) would include exclamation mark if it was not postmodified; the length of the sentence is not decisive here [cf. (37) *And then... [[what]] a pleasantly long fall and winter it might be!* (IR15)].

The group of dependent exclamatives (B) contained six sentences ended with the exclamation mark out of one hundred and four sentences in total. As mentioned above, dependent exclamative clauses are not expected to be concluded this way, as the communicative intention is not determined by the subordinate, but by the superordinate clause.

(42) *If only they'd realized [[how]] little she liked her so-called personal life!* (IR60)

In this example, the exclamative clause is a part of optative sentence, which has similar emotive nature like the exclamatives: the use of the exclamation mark is therefore natural here. In the next case (21), the sentence seems to have declarative function:

(21) *The desk itself was a testimony to [[how]] little Sergeant Hoekstra had used it!*
(IR61)

The exclamation mark is probably meant to indicate that the meaning of the sentence is somehow shocking.

Concerning the Czech counterparts of these sentences, interestingly, the punctuation was identical in nearly all cases. All the English sentences with the exclamation mark were ended the same way in the Czech translation, and there was only one case where the Czech sentence was concluded with the exclamation mark and the English one with the period:

(43') *A jak byli mladi!*
cf. (43) *And how young they were.* (IR27)

Apart from the sentences ending with the period and the exclamation mark, there were also two cases in which the sentence is concluded with the question mark.

(29) *'What a set of hooters, huh?'* (IR02)

The reason for the use of the question mark in example (29) is the occurrence of the word *huh*, which might be defined as a kind of a question tag; although it does not fulfil the criteria of usual question tags (Dušková, 2006: 318-329), it has a similar function. Here it has the same polarity like the clause to which it is attached, has raising intonation and serves to emphasize the statement.

(44) *Why did he have to spoil what a favorable impression he'd made by sounding the jealousy note?* (IR31)

In example (44), the dependent exclamative clause is a part of a sentence conveying WH-question (the exclamative clause functions here as object), hence the use of the question mark.

4.5 Translation counterparts

4.5.1 Main clauses

Based on the subdivision introduced above, it appears that the subgroup with verbless main clauses with *what* (AWV) is the most coherent one regarding the Czech translation of the exclamative expression. Six out of ten examples from this group (all verbless, beginning with *what a/an*) are translated by the Czech expression *to je* (with the word *být* in the respective forms) and one more is translated with *to je ale*:

(31) [[*What*]] *a joke! Ted was thinking.* (IR09)

(31') *To je sranda! pomyslel si Ted.*

(26) [[*What*]] *a mess,' Effie observed.* (IR05)

(26') *"To je ale sajrajt," ozvala se Effie.*

As will become apparent later, this way of translation of English exclamatives is not the most common one: it is interesting that it does not occur in any other groups of excerpts except from the ones with verbless sentences. This translation is probably favoured due to the fact that the expression occurs at the beginning of the main sentence, and because the sentence is verbless; if this was translated the usual way with *jak/ý* or *tak*, the text would probably sound formal, which would be undesirable in this case.

Interestingly, the only example from main verbless sentences with *how* (AHV) is translated the same way, which is apparently the result of the translation being conveyed by a NP (although in the English version *how* modifies an adjective), as in the previous group:

(3) '*Oh, [[how]] tedious,' Ruth said wearily,...* (IR19)

(3') *"To je otrava," protáhla Rút unaveně ...*

The rest of the instances from the subgroup of independent verbless clauses with *what* (AWV) are translated with the words *takový* (45, 34) and *jaký* (12) in the respective forms:

(45) [[*What*]] *a pathetic, unfortunate man!* (IR04)

(45') *Takový patetický, nešťastný mužský!*

(34) [[*What*]] *lousy luck for your first time.* (IR10)

(34') *"Napoprvé a taková směla.*

(12) [[*What*]] *a pity, then, that he would write about her as he did.* (IR07)

(12') *Jaká škoda, že o ní napíše to, co napsal.*

Czech pronouns *jaký* and *takový* function here as means of certain evaluation of the situation. The pronoun *takový* has a demonstrative function, and partly it also intensifies the following NPs, and perhaps also expresses a degree of sympathy with the addressee or person concerned. The word *jaký* is more formal; it also intensifies the following noun.

The subgroup including full independent sentences with *what* (AWF) is proportionally somewhat more varied than the one with full independent sentences with *how* (AHF). Out of eight examples, there were only two with *jak*, which is (as will be shown later) otherwise the most frequent way of translating exclamatives in both main and dependent clauses. In three other cases the translator used different means to convey the exclamative character of the sentences:

(28) [[*What*]] *a mob it was*. (IR11)

(28') *A jaké tu byly davy*.

(30) [[*What*]] *a smile it was!* (IR12)

(30') *A že se dokázal usmívat!*

Translation counterparts of (28) and (30) resemble in being introduced by *A jaké / A že*. These expressions are not typical for normal, unexcited speech: rather, they signify that the speaker places certain degree of emphasis on the sentence and its contents. Both examples also indirectly indicate that there might be similar things as the ones concerned (*mob*, *smile*), but that these particular ones are exceptional.

(35) [[*What*]] *a flat tummy you have,' the prostitute told her*. (IR13)

(35') *"Máte krásně ploché břicho," řekla jí prostitutka*.

This is one of the few examples where the translator used a completely different construction. The Czech sentence does not convey the exclamative nature of its English counterpart (perhaps because the English version is also rather moderate, since there is only the exclamative structure *what a* indicating that it is an exclamative sentence). However, the word *krásně*, which does not have any counterpart in the English sentence, is a sign of positive emotional attitude of the speaker to the object concerned, and it also emphasizes the quality of that object.

The remaining examples from this subgroup are those where the exclamative communicative function was not lexically conveyed at all in the Czech translation:

(46) [[*What*]] *a remarkable memory you have, Hannah,' Ruth said*. (IR14)

(46') *"Máš skvělou paměť, Hano," pochválila ji Rút*.

(32) [[*What*]] *an odd man he is! she thought*. (IR17)

(32') *Divný chlap! pomyslela si.*

(39) *But [[what]] an enormous risk he was taking! (IR18)*

(39') *Ale neobyčejně riskoval!*

In examples (32) and (39) the communicative intention of the speaker is clearly expressed in English by form (*what a/an* exclamative phrase) and by punctuation (exclamation mark). In Czech, it is only the exclamation mark that indicates the type of the sentence; this indication is however quite sufficient. In sentence (46'), the Czech translation does not contain any such marker. Perhaps only the word *skvělý*, although it is a literal translation from English and not the translator's addition, serves a similar purpose like the word *krásně* in example (35').

The subgroup of full independent clauses with *how* (AHF) includes nine examples; in most of them the intensification is conveyed with the word *jak*, which will be illustrated on the following example:

(47) *My, [[how]] that accusation stung! (IR23)*

(47') *Pane, jak takové obvinění bodne!*

It can be said that the translation of this sentence is literal. Even from the Czech version it is apparent that it is an exclamative sentence, both due to the exclamation mark and the lexical means – the intensifier *jak* and the interjection *Pane*, which is a manifestation of emotiveness and serves as emphasis as well.

The next example introduces another typical way of translating English exclamatives:

(48) *... - [[how]] strange and unexpected it was! (IR20)*

(48') *Bylo to tak divné a tak nečekané!*

The Czech word *tak* is the second of the most common equivalents for English exclamative *how*. Interestingly, in this Czech translation this adverb was used to emphasize both of the modified adjectives separately, while in English the exclamative *how* intensifies both at once. This version would also be possible in Czech; apparently, however, the translator decided to put emphasis on both *divné* and *nečekané*, which has quite a strong effect. The same pattern probably could not be applied in English, as it might sound unnatural.

The last instance from this subgroup has no direct translation counterpart to exclamative *how*:

(8) *'My goodness, [[how]] you've grown!' (IR26)*

(8') *"Probaha, ty jsi veliká!"*

Similarly as in example (46'), the Czech sentence does not provide any typical lexical means that would indicate its exclamative nature. It is however clearly indicated by punctuation and

also by the interjection *Proboha* (which is also included in the English sentence), which is, as in example (47), strongly emotive.

4.5.2 Dependent clauses

Group **B**, which comprises all dependent exclamative clauses, naturally provides a more restricted range of translation counterparts, as the dependent clause needs to be connected to the main one in a convenient way. The subgroup with full dependent clauses with *what* (**BWF**) includes only seven sentences. There are three translations with *jak*, one with *tak* and with *jaký*, and two with no explicit translation of the exclamative *what*.

The following sentence is a typical instance of a dependent exclamative clause with *what*:

(36) ... *she could see* [[*what*]] *a beautiful boy he must have been.* (IR30)

(36') ... *a Růt si uvědomila, jak krásný chlapec to musel kdysi být.*

The exclamative structure is reflected also in the Czech translation; both the English and the Czech clause can be transformed into an independent exclamative sentence (*What a beautiful boy he must have been.* / *Jak krásný chlapec to kdysi musel být*). In the next example the situation is not as clear:

(49) *For a day that had started out so badly, look* [[*what*]] *opportunities had come out of it!* (IR33)

(49') *Hled'me, jaké ze dne, který začal tak špatně, vzešly příležitosti!*

Here the exclamative sentence was divided in the Czech translation by a modifying adjectival sentence, which might diminish its exclamative effect. However, due to the use of exclamation mark it still remains apparent that the clause has exclamative function. The following example is different:

(25) *She was beginning to realize not only* [[*what*]] *a coward but* [[*what*]] *an inadequate eyewitness she was.* (IR29)

(25') *Začínala si uvědomovat, že je nejen zbabělec, ale že je i nedokonalý očitý svědek.*

The dependent exclamative clause in the English sentence can be transformed into an independent clause as in the previous example. However, the Czech translation does not include any formal indication of exclamation, which results in the supposedly exclamative clause appearing as a regular nominal content clause.

The following example takes this issue even further:

(50) ... *to recognize what he was doing - and with* [[*what*]] *visual and tactile aids!*
(IR34)

(50') *Marion stačil jen zlomek vteřiny, aby si uvědomila, co Eddie dělá a s čím!*

Here the translator apparently did not interpret the English dependent clause as an exclamative one (despite the use of exclamation mark), or at least considered his version more natural. The English sentence might be ambiguous or misleading mainly due to the use of interrogative *what* in the first clause, as the exclamative *what* in the second clause might have been interpreted analogically (*What was he doing and with what was he doing it?* Would be analogical to *co Eddie dělá a s čím*).

As stated above, subgroup of full dependent clauses with *how* (BHF) includes the greatest number of examples; it also offers the widest spectre of possible translations of English exclamatives with *how*. Nevertheless, at the same time it ought to be stated that the ways of translation remain mostly quite conventional; there were recognized only a few basic means of translation (for reasons denoted at the beginning of this subchapter), which were sorted into six groups. The overwhelming majority, sixty-three out of ninety-seven dependent exclamative clauses were translated with *jak*. Only eight clauses were with *tak*, six clauses used *jaký* and three examples applied *kolik*. From the remaining sentences, four were translated with the help of other expressions than the typical ones, and in thirteen the exclamative nature of the clauses was not expressed either lexically, or at all. Each of the particular means of translating will be illustrated in the following section.

The translation with ***jak*** was the most common one in both of the sources of excerpts (fifty out of one hundred and eleven in Irving and thirteen out of twenty-one in Palahniuk). In most of the cases, the Czech counterparts proved to be exact translations of the original, e.g.:

(41) ... - *simply because of* [[*how*]] *beautiful Marion had been*. (IR38)

(41') ... *prostě proto, jak krásná byla Marion*.

Without exception, *how* modified an adjective or another adverb. The Czech translations usually copied the same pattern; variations occurred only in a few cases:

(16) *She couldn't stand to see* [[*how*]] *sheepish he was*;... (IR98)

(16') *Nedokázala snést, jak hloupě se chová*.

The translation of sentence (16) an adverb (*hloupě*) was used instead of an adjective (*sheepish*). The translation could have used the adjective *hloupý* if the whole translation was literal and used the Czech equivalent of the verb *to be* (*jak byl hloupý*). However, this translation is not stylistically satisfying; hence the variation of the verb, which also caused the use of *hloupě* instead of *hloupý* (the verb *chovat se* cannot be modified by an adjective).

(51) *She was laughing at [[how]] shocked her husband had been;... (IR99)*

(51') *Smála se, jak to jejího manžela šokovalo.*

Example (51'), was also translated differently: the adjective (*shocked*) was expressed here by the verb *šokovat*. However, unlike in the previous example, the alternative translation was not necessary in this case: it could have been as well translated literally with *šokovaný* (*Smála se [tomu], jak byl její manžel šokovaný.*).

Some of the translations omitted another degree modifier that followed the exclamative *how* in the English sentence:

(52) *... his memory of [[how]] positively ecstatic she'd been... (IR96)*

(52') *Vzpomínka, jak nadšeně zněla v telefonu, způsobila, že ...*

Again, this way of translation was natural; another degree modifier would be either disturbing or impossible in the Czech version.

The most frequent degree modifiers following the intensifying *how* were *much* (53), *many* (54) and *little* (42). These were mostly also translated in a conventional way with the words *moc* (53'), *hodně* (54') and *málo* (42') respectively:

(53) *Eddie blushed; he wasn't supposed to say [[how]] much he loved her. (IR70)*

(53') *Nečekal, že přijde řeč na to, jak moc ji miluje.*

(54) *It's depressing [[how]] many people get this same idea. (PA17)*

(54') *Je to až deprimující, jak hodně lidí dostane stejný nápad.*

(42) *If only they'd realized [[how]] little she liked her so-called personal life! (IR60)*

(42') *Kdyby jen věděly, jak málo je spokojená se svým takzvaným osobním životem!*

There were some alternations to the expression *how much*, which was sometimes translated also as *jak silně*, *jak strašně* or *jak rád* (55'):

(55) *By the time Eddie realized [[how]] much he would have preferred to ... (IR76)*

(55') *Než si Eddie uvědomil, jak rád by v Orient Pointu čekal sám,...*

In some cases the degree modifier *much* was not included (56'):

(56) *... he'd been surprised by [[how]] much he'd enjoyed the taste. (IR83)*

(56') *Byl tehdy překvapený, jak mu chutná.*

In contrast to exclamative phrases with *how* translated with Czech *jak*, translations with the adjective *jaký* are used to modify nouns. This naturally depends on the Czech translation; English intensifying *how* usually modifies an adverb, which might be in some cases translated as a noun into Czech. In some of the following cases, the expression *jaký* + NP could be replaced by a verbal construction:

(57) *I've been thinking about [[how]] much I would like you to help me...* (IR73)

(57') *Právě jsem přemýšlela, s jakou radostí mi [...] budeš pomáhat.*

The exclamative clause in (57) could be paraphrased as *jak rád mi budeš pomáhat*; which would change the meaning only relatively slightly. However, similar alternation would not be possible in the following example:

(58) *She knew [[how]] lucky both she and her father had been;* (IR66)

(58') *Věděla, jaké štěstí ona i její otec měli, ...*

In this case, translation with a corresponding adjective is not possible, as there is no suitable equivalent for the word *lucky* among Czech adjectives. Therefore, the expression had to be formed differently.

(6) *She also recalled [[how]] wonderfully understanding Allan had been.* (IR109)

(6') *Také si uvědomila, s jakým báječným pochopením se choval Allan.*

Similarly as in the previous example, in (6') the literal translation is impossible due to syntactic and lexical reasons (*jak byl Alan báječně chápavý* would sound less natural in Czech).

The examples where the English exclamative *how much / many* was translated by Czech **kolik** were interesting mainly due to the difficulty of distinguishing the actual exclamative clauses from interrogative clauses; see section 2.4.1 (Huddleston, Pullum, 2002: 919).

The following sentence is a fairly clear example of the exclamative phrase *how much*:

(22) *Ted interrupted the part about [[how]] much he and Marion had had to drink,...* (IR80)

(22') *Přerušil vyprávění, když líčil, kolik toho s Marion vypili, ...*

The meaning of the sentence distinctly shows that there is no question about how much the couple actually drunk, but rather that they had to drink excessively. The next example with *how many* was recognized as exclamative mainly due to the occurrence of the verb *amaze* on which the exclamative clause depends:

(59) *Ruth was amazed at [[how]] many books he had,...* (IR67)

(59') *Rút byla překvapená, kolik má knih ...*

The lexical meaning of this verb clearly denotes that the subject did not inquire about the number of the book, but was impressed at it.

Contrary to the previous cases, the next one is slightly ambiguous:

(60) *... Marion had not realized [[how]] many young mothers could be counted among those faculty wives.* (IR68)

(60') *Marion si zprvu neuvědomila, kolik nešťastných mladých maminek se mezi manželkami univerzitních profesorů vyskytne.*

Here the verb from the main clause does not clearly indicate the nature of the dependent clause, and the meaning of the sentence also remains somewhat unclear: the subject either did not realize that there was a particular number of *young mothers* (which could be specified in the context), or she was surprised at that number. The latter case however seems considerably more natural and therefore more probable.

As stated above, Czech ***tak*** is another typical means to translate English exclamatives with *how* and *what*. The excerpts only provided eight examples with *tak*, which is a markedly smaller number compared to the examples with *jak*. Following examples will show its function as intensifier modifying an adverb, another degree modifier, and a verb:

(23) *That's [[how]] beautiful she looks.* (PA06)

(23') *Tak nádherně vypadá.*

Here (23') the word *tak* modifies an adverb, which is the case of five other clauses with *tak* from this group. The translation of the exclamative phrase fully corresponds with the original. (For sentences introduced with *That's* see section 4.2.)

(61) *... because of [[how]] much she'd loved her husband.* (IR77)

(61') *... protože manžela tak milovala.*

In example (61'), *tak* modifies a verb. Interestingly, in the English version there is another degree modifier (*much*) between *how* and the verb, while in the Czech translation the verb is modified directly. *Tak* is in this case apparently intense enough to convey the same degree of emphasis as *how much*; the expression *tak moc* would probably sound too emphatic. A suitable alternative might be *tolik*.

(62) *... - that, and [[how]] noticeably upset Rooie had been.* (IR90)

(62') *... a Rooie je tak viditelně nešťastná.*

In this case, the degree modifier (*viditelně*) is included also in the Czech translation. The adjective *nešťastná* is therefore modified by both the intensifier *tak* and the adverb *viditelně*.

As was already shown, most of the English sentences were translated with the help of a fixed set of means to convey exclamatives in Czech. There were only four where the **exclamation** was **expressed otherwise**.

(63) *The third letter would express [[how]] hurt the letter writer felt,...* (IR54)

(63') *Třetí dopis vyjadřoval pisatelovo hluboké zklamání, že ...*

Example (63') translates English exclamative *how* with Czech adjective *hluboký*. Unlike in the English version, the Czech sentence does not include the exclamative phrase as a dependent clause but as a part of the main clause; the expression *hluboké zklamání* cannot be considered an exclamative phrase but merely an intensified expression. The next example is similar:

(64) ... *because of* [[*how*]] *obsessively they'd read her novels*. (IR91)

(64') *Předpokládali, že ji znají, protože její romány přečetli s naprostou posedlostí*.

Here the exclamative *how* is conveyed with the intensifying adjective *naprostý*.

At first sight, example (65') appears as translation with *jak*, but in fact it again resembles the two previous sentences:

(65) *Ruth had begun by telling him* [[*how*]] *much she'd liked Eddie O'Hare*. (IR82)

(65') *Začala tím, že mu vyprávěla, jak se jí strašně líbil Eddie O'Hare*.

The word *jak* is in this translation a relative adverb, not an intensifier. The high degree of affection (*liking*) is therefore only expressed with the adverb *strašně*.

The last example of this group is close to the translation with *kolik*:

(66) *This is* [[*how*]] *far back she was going nuts*. (PA12)

(66') *Natolik už magořila*.

Natolik serves to express a non-specified high degree of the feature concerned.

The last group of excerpts presents cases where exclamation was **not expressed** by any means (neither by lexical means, nor by punctuation).

The following example includes two exclamative phrases:

(25) ...*to realize not only what a coward but* [[*what*]] *an inadequate eyewitness she was*. (IR29)

(25') *Začínala si uvědomovat, že je nejen zbabělec, ale že je i nedokonalý očitý svědek*.

However, neither of them is transformed into Czech. Exclamation could be conveyed e.g. with the word *jaký*, or even with *jak* (*je zbabělá*). Nevertheless, both of these versions would be slightly awkward, mainly because of the complications that would occur in the second clause; the translator's solution sounds more naturally. (Here we can see that nominal content exclamatives can be very close to nominal content indicative clauses; in some cases it is possible to distinguish them with the help of the head verb in the main sentence: see chapter 4.2.) A similar pattern appears in several other sentences from this subgroup.

(67) *and each of them had commented on* [[*how*]] *pale the boy was,...* (IR93)

(67') *a všechny konstatovaly, že ten chlapec je bledý*.

Example (67) has a similar structure; unlike in the previous case, however, it does not seem necessary to avoid the translation with *jak*.

Instance (68') seemingly appears as a case where *how* is translated with *tak*.

(68) ... *although she was unaware of [[how]] constantly she touched it.* (IR43)

(68') ... *třebaže si neuvědomuje, že tak neustále činí.*

However, this Czech word serves here merely as a proform referring to an action from the main sentence: not as an intensifier. Otherwise, the adverb *neustále*, the counterpart of which is intensified in the English sentence, is not modified here; the reason is perhaps the presence of the above mentioned proform.

There are several cases where *how little* is translated with the expression *moc ne-*:

(69) *Given [[how]] little she liked or trusted her instincts with men,...* (IR59)

(69') *Sice svým instinktům, pokud šlo o muže, moc nevěřila, ale ...*

Since this case is different from the others due to the negative (diminishing) character of the intensification, it cannot be safely determined whether there is no translation counterpart to *how little* at all, or whether *moc ne-* serves to convey the same function in the Czech sentence. It can be said that the Czech expression does not correspond with the more intensive one in English (it could be translated e.g. as *vůbec ne-*), but at the same time it could be again concluded that the milder expression is more natural for Czech, therefore more acceptable.

There are however other examples where the absence of a lexical intensifier is unnecessary:

(70) *What Harry's women also complained about was [[how]] much he remained apart.* (IR79)

(70') *Harryho přítelkyně si také stěžovaly na jeho odtažitost.*

The translation of *how much he remained apart* in example (70') could for instance be *na jeho přílišnou odtažitost*.

In conclusion of this section, it can be said that the small variety of the means of translation of English dependent exclamatives into Czech is caused by the fact that the Czech dependent clauses need to be connected to the main clause by some appropriate connecting word; hence the prevalence of the translation with *jak*. Table 2 provides a survey of the distribution of the various means of translation in the respective groups.

Table 2

Transl.	<i>jak / jaký</i>	<i>tak / takový</i>	<i>kolik</i>	<i>to je</i>	other expression	not expressed	Total
Group	(%)	(%)	(%)	(%)	(%)	(%)	(%)
AWV	1 (0.8)	2 (1.5)	- (0)	7 (5.3)	- (0)	- (0)	10 (7.6)
AWF	3 (2.3)	- (0)	- (0)	- (0)	2 (1.5)	3 (2.3)	8 (6)
AHV	- (0)	- (0)	- (0)	1 (0.8)	- (0)	- (0)	1 (0.8)
AHF	5 (3.8)	1 (0.8)	- (0)	- (0)	- (0)	3 (2.3)	9 (6.8)
BWF	4 (3)	1 (0.8)	- (0)	- (0)	- (0)	2 (1.5)	7 (5.3)
BHF	69 (52.3)	8 (6)	3 (2.3)	- (0)	4 (3)	13 (9.8)	97 (73.5)
Total	82 (62.2)	12 (9.1)	3 (2.3)	8 (6)	6 (4.5)	21 (15.9)	132 (100)

5. Conclusion

The aim of this thesis was to describe English exclamative sentences introduced with a preposed sentence element introduced by the intensifiers *how* and *what*, as well as their translation counterparts in Czech, where they do not constitute an independent sentence type. In acquiring authentic material for the analysis of this matter, there was certain difficulty in discriminating exclamative sentences from open interrogatives, especially concerning dependent clauses.

To enable a more effective analysis of the materials, the excerpts were first sorted into smaller groups. The basic division was into groups with main exclamatives (group A) and dependent exclamatives (group B). Further, in both groups, the examples with *how* (H) and with *what* (W) were grouped separately. Lastly, the excerpts in each of the groups were sorted according to the presence or absence of the verb to full (F) and verbless (V).

Chapter 4.1.1 of the analysis deals with verbless exclamatives, eleven of which occur in the group of main exclamatives. It proved that the omitted verb is in all cases easy to recover:

(10) *'He's sending you to break up with her - [[what]] a coward!'* (IR01)

(11) *'[[What]] a racket!'* (IR03)

The missing elements are always the verb *to be* in its particular form, and a proform referring to the phrase modified by the exclamative *how* or *what*. E.g. in sentence (10) the omitted expression is *he is*; example (11) would be supplemented with *that was*, etc. The effect of the ellipsis might be the emphasis of the emotive function of the sentence: shorter expressions are more likely to convey more intensive utterances.

Section 4.2 explores the issue of head words that can help determine the nature of the clauses dependent on it; in our case dependent exclamatives and dependent interrogatives. During the excerption of the examples, words such as *ask*, *wonder* indeed partially helped to identify certain clauses as interrogative. After examining the exclamative clauses available, some of the most frequent head verbs *to realize* and *to know* (twenty-four occurrences in the count of seventy-five head verbs) were acknowledged as one of the helpful elements in recognizing the dependent clauses as exclamatives.

(13) *Eddie realized [[how]] much he loved them ...* (IR49)

(7) *She knew, of course, [[how]] strongly she had affected him [...].* (IR104)

However, most of the remaining head verbs demonstrate ambiguity of function:

(15) ... *she opened up the old white Volvo, just to see [[how]] fast it could go.* (IR112)

(16) *She couldn't stand to see [[how]] sheepish he was;...* (IR98)

The dependent clause in example (15) is recognized as interrogative and (16) as exclamative, although both of the clauses depend on the same head verb (which is in these cases even in the same form), *to see*. It is apparent that the difference between these clauses cannot be determined on the grounds of the head verb, but by other means. In this case it was the semantics of the whole sentence that made it possible to determine the function of the dependent clause as well as the actual meaning of the head verb, which in (15) means *to find out* and in (16) *to know*. As indicated above, this problem concerns most of the head verbs. Therefore, it can be concluded that in the matter of distinguishing dependent exclamatives and dependent interrogatives, the head verb is only an occasional indicator of the type of the dependent clause.

The second group of head words consists mostly of noun structures, which are postmodified by the dependent clauses. There is a special, recurring case, where the exclamative clause was introduced with the expression *That's / That is / This is*:

(23) *That's [[how]] beautiful she looks.* (PA06)

(24) ... *that's [[how]] bad I need to drink right now.* (PA03)

This structure was identified as a kind of 'anacrusis', in this case meaning an anaphoric expression which relates the exclamation to the preceding context and functions to point out the degree or emotive emphasis.

The next chapter, 4.3, explores further modification (if there was any) of phrases already modified by the intensifiers *how* or *what*, focusing on the ambiguity of meaning caused by various reasons. In this respect, the examples with *what* are much more interesting than the sentences with *how*, in which the meaning appears to be quite clear. The sentences with *what* include a varying scale of ambiguity of meanings. It seems that only the sentences that contain an explicit indication of a positive or negative quality of the object or person concerned were entirely unambiguous:

(4) *What a vulgar woman Hannah was!* (IR16)

(36) ... *she could see what a beautiful boy he must have been.* (IR30)

However, ambiguity might occur even in cases that express a high degree of the quality, but do not clearly state the speaker's personal attitude to that quality:

(45) [[*What*]] *a remarkable memory you have, Hannah,' Ruth said.* (IR14)

This sentence could convey ironic meaning.

Section 4.4 addresses the matter of punctuation in the exclamatives. This issue concerns mainly the exclamative main sentences, because in the case of the dependent exclamatives it is the superordinate clause that determines the communicative function. About two thirds of the main exclamatives from the excerpts were ended with the exclamation mark, which serves to emphasize the exclamative function. Apparently, however, this conclusion is not necessary, as the exclamative nature of the sentence is already clear from its structure and emotive character. Sentences ended with the exclamation mark occurred even at a small portion of dependent exclamative sentences:

(40) *If only they'd realized [[how]] little she liked her so-called personal life!*

(41) *The desk itself was a testimony to [[how]] little Sergeant Hoekstra had used it!*

(IR61)

In sentence (40), the use of the exclamation mark is logical, as the exclamative clause is a part of optative sentence, which is also very likely to be concluded this way. The latter example (41) is however a case of a main clause with the declarative function. The exclamation mark probably serves here to denote that the content of the sentence was somehow outrageous.

Interestingly, the excerpts also involve two sentences concluded with the question mark:

(29) *'What a set of hooters, huh?'* (IR02)

(43) *Why did he have to spoil what a favorable impression he'd made by sounding the jealousy note?* (IR31)

The use of this marking can be easily explained; in instance (29) the question mark logically follows an expression *huh*, which can be identified as a kind of a question tag. In sentence (43), the superordinate clause is a *wh*-question, where the conclusion with the question mark is natural. Importantly, however, it should be noted that exclamatives ought not to be limited (for instance when searched for in linguistic corpora) to the way of marking with the exclamation mark and the period.

The last section of the analytical chapter, 4.5, deals with the Czech translation counterparts of the examples of the English exclamatives acquired for this thesis. The main sentences naturally demonstrate a greater variety in the means of translation. The most frequent expression used was *To je*, the second most frequent word was *Jak / A jaký*. The translation with *Tak / takový* only occurs in three out of the twenty-eight cases of main exclamatives, which seems to be in discordance with the statement from *Mluvnice současné angličtiny na*

pozadí češtiny (Dušková, 2006: 334) that considers these words as the most typical means of translation of English exclamatives with *how* and *what* into Czech. However, this disagreement might be merely the matter of the particular material the analysis dealt with, as the majority of the excerpts were acquired from a single source; therefore, no conclusions can be drawn.

Interestingly, the function of exclamation is not transferred into Czech in some cases of the main exclamative clauses:

(45) [[*What*]] *a remarkable memory you have, Hannah,' Ruth said.* (IR14)

(45') *"Máš skvělou paměť, Hano," pochválila ji Rút.*

In some cases, the exclamation was not conveyed with the help of common lexical means, but it was signified with explicit punctuation. Example (45), expresses the remarkable degree of the quality concerned; however, there is no apparent indication that the sentence is exclamative. This way of translation is more typical for dependent exclamatives, where the communicative function of exclamative sentences is not conveyed, as it is determined by the main clause.

As denoted above, the means of translation are considerably less varied in the dependent clauses. This phenomenon is caused by the fact that the dependent clause has to be in some way connected with a subordinator to the main clause. The most common way of translation was with the word *jak*. The rest of the cases concern other usual expressions such as *jaký* and *tak*, but frequently also other lexical means that express a remarkable degree of some quality or quantity:

(63) *The third letter would express [[how]] hurt the letter writer felt,...* (IR54)

(63') *Třetí dopis vyjadřoval pisatelovo hluboké zklamání, že ...*

There were also many cases (twenty-one) where the Czech translation did not express a high degree of the quality or quantity emphasized in the English version in any way.

It might be concluded that, due to the fact that Czech does not have any specific form to convey exclamative sentences like English, the variety of means of conveying English exclamatives in Czech is not very broad. This is apparent in the analytical part of the thesis, especially from the group of dependent exclamatives, where the means of expressing these clauses in Czech are even more limited due to the reasons stated above. It might be interesting to focus on the main clauses only; in that case it would be necessary to draw from a greater

number of sources, especially in order to see how different translators approach this syntactic structure.

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7. Resumé

V úvodní kapitole (1.) je vymezeno téma práce, tedy analýza anglických zvolacích vět s prepozicí slovesného doplnění uvedeného počátečním *how* nebo *what* a jejich překladu do češtiny. Na rozdíl od češtiny, kde zvolací věty nevykazují vlastní syntaktickou strukturu, v angličtině tyto věty existují jako samostatný větný typ s komunikační funkcí zvolací. Tuto diskurzní funkci lze vyjádřit i v češtině za pomoci prostředků, jejichž souhrn poskytuje tato práce. Úvodní část dále stručně nastiňuje obsah práce a metody v ní užívané.

V následujícím oddílu (2.) je detailně popsáno teoretické pozadí problematiky anglických i českých zvolacích vět. Vzhledem k tomu, že anglické zvolací věty nejsou klasifikovány zcela jednotně, jsou zde uvedeny definice a zařazení jednotlivých typů anglických zvolacích vět, tedy nejen typu s *how* nebo *what*.

Kapitola 2.1 předkládá několik definic anglické zvolací věty, kde je představeno její vymezení jako větný typ s určitou komunikativní funkcí. Tyto věty mají subjektivní, často silně emocionální kvalitu a nejsou tedy vnímány jako tvrzení. Dále je zde nastíněna problematika vět, jež se dají klasifikovat jako zvolací svou funkcí, ale již ne svou větnou stavbou. Jazykovědci se shodují na tom, že anglické zvolací věty jsou jako větný typ omezené pouze na věty s preponovaným *how* nebo *what*, neboť pouze zde je ilokační síla zvolací výpovědi gramatikalizována. To je také jeden z hlavních důvodů, proč je tato práce zaměřena na tento typ zvolacích vět, vzhledem k tomu, že negramatikalizované věty by nebylo možné efektně hledat s pomocí paralelního korpusu.

Sekce 2.2 rozvíjí téma z předchozí kapitoly do větších podrobností a nabízí podrobnější popis anglických zvolacích vět s *how* a *what*. Dále je zde charakterizován problém rozlišování zvolacích vět od tázacích vět, jež se rovněž uvozují slovy *how* nebo *what*.

Kapitola 2.3 obsahuje dvě podkapitoly. Sekce 2.3.1 stručně popisuje charakter a použití anglických hlavních zvolacích vět. Typ s *how* a *what* je zcela neutrální a je běžně používán v každodenním mluveném jazyce. Sekce 2.3.2 charakterizuje závislé zvolací věty, které se od vět hlavních liší závislostí slovesného tvaru na času z věty řídící. Od závislých vět tázacích s *how* a *what* se zvolací věty liší především intenzifikační funkcí *how* a hodnotící funkcí *what*.

Sekce 2.4 se věnuje zvolacím příslovcům *how* a *what*. Podkapitola 2.4.1 blíže popisuje zvolací *how*, které vyjadřuje vysoký stupeň určité kvality nebo děje. Tento intenzifikátor může modifikovat přídavná jména, jiný modifikátor s intenzifikační funkcí, příslovce, i určitá slovesa. Stejně jako následující sekce (týkající se *what*) vysvětluje tato kapitola rozdíl mezi zvolacím a tázacím *how*. Zvolací *what*, charakterizované v podkapitole 2.4.2, má rovněž funkci intenzifikační. Na rozdíl od tázacího *what*, které má funkci determinační, je zvolací *what* modifikátor, který určitým způsobem kvalifikuje a zároveň intenzifikuje jmenné fráze. Poslední podkapitola, 2.4.3, poukazuje na rozdíly mezi zvolacími příslovci *how* a *what*. První rozdíl je stylistický: *how* je v kontextu hlavních zvolacích vět považováno za spisovnější. Druhá odlišnost se týká jejich distribuce: *what* může modifikovat pouze jmennou strukturu, zatímco použití *how* je podstatně širší.

Kapitola 2.5 nabízí přehled dalších způsobů, kterými může být vyjádřena komunikační funkce zvolací. Patří sem např. jednočlenné věty neslovesné (jejichž verze s *how* a *what* jsou rovněž zahrnuty do analytického rozboru v této práci), typ zvolací věty formálně totožný se zápornou i kladnou zjišťovací otázkou, věty práci, výrazy se *so* a *such*, atd.

Poslední sekce teoretické části, 2.6, se zabývá problematikou zvolacích vět v češtině, kde se nevyskytují jako samostatný větný typ a objevují se proto jen ve formě jiných větných typů. Od těch se odlišují pouze intonací a specifickou emotivní povahou.

Kapitola 3. informuje o zdrojích, ze kterých práce čerpá, a o metodách, které používá. Sekce 3.1 uvádí prameny, ze kterých bylo vybráno 132 příkladů pro analytickou sekci, a podává výčet nejdůležitějších materiálů použitých v teoretické části. Sekce 3.1 pak popisuje, jakým způsobem byly pomocí programu *ParaConc* nalezeny a vybrány příklady zvolacích vět pro analýzu. Rovněž je zde vysvětleno, jakým způsobem jsou tyto příklady pro přehlednost označeny.

Oddíl 4. je věnován vlastní analýze vybraných příkladů. Ty jsou nejprve (4.1) rozděleny do skupin a podskupin pro snadnější a přehlednější zpracování; část 4.1.1 podrobněji popisuje specifický druh zvolacích vět s *how* a *what* vyskytující se ve formě věty jednočlenné neslovesné. Sekce 4.2 se zabývá problematikou řídicích slov, které mohou za jistých okolností určit, zda se jedná o závislou větu obsahovou zvolací, nebo obsahovou tázací. Následuje

kapitola (4.3) o modifikaci frází, které jsou již modifikovány zvolacím *how* nebo *what*. Zvláštní pozornost je pak věnována otázce potenciální mnohoznačnosti významů. Poslední kapitola, která popisuje anglické zvolací věty s *how* a *what* samotné (4.4), se týká větné interpunkce, přesněji frekvenci výskytu vykřičníku v porovnání se zakončením tečkou. Závěrečná část analytického oddílu, 4.5, se podrobně zabývá překladovými protějšky anglických zvolacích vět s *how* a *what*. Zde jsou popsány všechny nalezené způsoby překladu těchto vět do češtiny.

V Závěru (5.) jsou shrnuty hlavní poznatky z jednotlivých kapitol analytické části práce. Bibliografie (6.) poskytuje abecední výčet použité odborné literatury. V příloze (8.) se nachází seznam všech nalezených příkladů, jež tvořily podklad pro analytickou část práce.

8. Appendix

8.1 Exclamative clauses – list of examples

AWV		
IR01	'He's sending you to break up with her - [[what]]a coward!'...	"Posílá tě, abys to s ní skoncoval-to je zbabělec!" ušklíbla se Marion a pohladila Eddieho mateřsky po vlasech.
IR02	'[[What]]a set of hooters, huh?'	"To jsou dudy, co?"
IR03	'[[What]]a racket!	"To byla rána!
IR04	'[[What]]a pathetic, unfortunate man!	Takový patetický, nešťastný mužský!
IR05	'[[What]]a mess,' Effie observed.	"To je ale sajrajt," ozvala se Effie.
IR06	'[[What]]a dilemma!	To je dilema!
IR07	'[[What]]a pity, then, that he would write about her as he did.	Jaká škoda, že o ní napíše to, co napsal.
IR08	'[[What]]a possibility!	To je možnost!
IR09	'[[What]]a joke! Ted was thinking.	To je sranda! pomyslel si Ted.
IR10	'[[What]]lousy luck for your first time.	"Napoprvé a taková smůla.
AWF		
IR11	'[[What]]a mob it was.	A jaké tu byly davy.
IR12	'[[What]]a smile it was!	A že se dokázal usmívat!
IR13	'[[What]]a flat tummy you have,' the prostitute told her.	"Máte krásně ploché břicho," řekla jí prostitutka.
IR14	'[[What]]a remarkable memory you have, Hannah,' Ruth said.	"Máš skvělou paměť, Hano," pochválila ji Rút.
IR15	And then... [[what]]a pleasantly long fall and winter it might be!	Jak příjemně dlouhý podzim a zima ho asi čekají!
IR16	'[[What]]a vulgar woman Hannah was!	Jak je ta Hana vulgární!
IR17	'[[What]]an odd man he is! she thought.	Divný chlap! pomyslela si.
IR18	But [[what]]an enormous risk he was taking!	Ale neobvykle riskoval!
AHV		
IR19	'Oh,[[how]]tedious,' Ruth said wearily,...	"To je otrava," protáhla Rút unaveně a pomyslela si, že nikdy v životě nikoho tak ráda neviděla.
AHF		
IR20	... -[[how]]strange and unexpected it was!	Bylo to tak divné a tak nečekané!
IR21	Oh,[[how]]stupid of me to bring him here!	Ach, jak jsem byla hloupá, že jsem ho sem přivedla!
IR22	Oh,[[how]]he'd been tempted!	A jaké!
IR23	My,[[how]]that accusation stung!	Pane, jak takové obvinění bodne!
IR24	Eddie said: 'My goodness,[[how]]you've grown!'	Vyhrkl: "Proboha, ty jsi velická!"
IR25	... to restrain himself from saying, 'My goodness,[[how]]you've grown!' again.	"Proboha, ty jsi velická!"
IR26	'My goodness,[[how]]you've grown!'	Dlouho si předem zkoušel, co Rút řekne, až se setkají-"Proboha, ty jsi velická!"
IR27	And[[how]]young they were.	A jak byli mladí!
PA01	God,[[how]]I love being codependent.	Bože, jak to mám rád, když v té závislosti nejsem sám.
BWF		
IR28	and no one but Harry knew [[what]]a truly	Nikdo kromě Harryho neměl ponětí, o jak

	useful little tool it was.	skutečně užitečný nástroj jde.
IR29	She was beginning to realize not only [[what]]a coward but what an inadequate eyewitness she was.	Začínala si uvědomovat, že je nejen zbabělec, ale že je i nedokonalý očitý svědek.
IR30	... she could see [[what]]a beautiful boy he must have been.	Primitivní obraz způsoboval, že vypadal mladistvě a Rút si uvědomila, jak krásný chlapec to musel kdysi být.
IR31	Why did he have to spoil [[what]]a favorable impression he'd made by sounding the jealousy note?	Proč musel zkazit ten večerní příznivý dojem tím, že zní tak žárlivě?
IR32	He'd been thinking about [[what]]an unwise color choice it had been for him...	Přemýšlel, jak nemoudře zvolil barvy, když vedle sebe položil růžovou a fialovou.
IR33	For a day that had started out so badly, look [[what]]opportunities had come out of it!	Hleďme, jaké ze dne, který začal tak špatně, vzešly příležitosti!
IR34	... to recognize what he was doing - and with [[what]]visual and tactile aids!	Marion stačil jen zlomek vteřiny, aby si uvědomila, co Eddie dělá a s čím!
IR35	even Ruth was surprised by[[how]]accurately she'd imagined being a widow.	... i ji samu překvapilo, jak přesně si vdovství představovala.
IR36	She was beginning to realize not only what a coward but [[what]]an inadequate eyewitness she was.	Začínala si uvědomovat, že je nejen zbabělec, ale že je i nedokonalý očitý svědek.
BHF		
IR37	Eddie could never have imagined[[how]]badly Ruth wanted to beat...	Eddie si nedovedl představit, jak hrozně by Rút chtěla otce na hlavu porazit, ...
IR38	... - simply because of[[how]]beautiful Marion had been.	Haninou teorií bylo, že řadě žen, které znaly Marion (dokonce i jen podle fotografie), musela Tedova pozornost lichotit prostě proto, jak krásná byla Marion.
IR39	But no woman likes to hear[[how]]cheap a piece of jewelry was...	Ale žádná žena neslyší ráda, jak byl šperk levný, ...
IR40	If Marion had known where Ted was, and[[how]]close he could be to getting a ride home, she might have panicked.	Kdyby Marion věděla, kde manžel je a že má možnost dostat se domů na dosah, asi by podlehla panice.
IR41	which belied how often and[[how]]closely Sergeant Hoekstra had read and reread it.	..., což s ohledem na to, jak často a jak podrobně si ji seržant Hoekstra znovu a znovu pročítal, nebylo zrovna lichotivé.
IR42	There was a questionable logic to how nervous Ruth felt at home and[[how]]comfortable abroad;	Nervozita doma a pohoda v zahraničí postrádaly logiku.
IR43	... although she was unaware of[[how]]constantly she touched it.	Ted si povšiml, že paní Mountsierová se nedokáže nedotýkat levým palcem snubního prstenu, třebaže si neuvědomuje, že tak neustále činí.
IR44	She'd been surprised at[[how]]easily Eddie was persuaded,...	Překvapilo ji, jak snadno Eddieho přesvědčila, ...
IR45	... types were also annoyed to observe how self-deprecating Ted Cole was -[[how]]enduringly modest a man he seemed! ...	Tyto ultraliterární typy byly také znechuceny, když viděly, jak Ted Cole sám sebe podceňuje, jak věčně skromně působí!
IR46	Harry hadn't known[[how]]entirely satisfying an outdoor act of urination could be.	... netušil, jak dokonalé uspokojení takové močení venku může člověku přinést.
IR47	Ruth hated[[how]]exposed she felt when she was signing books for a mob.	Rút nenáviděla pocit, že je obnažená, když podepisovala knihy davu lidí.
IR48	If Allan Albright had even imagined[[how]]	Kdyby Allan Albright jenom tušil, jak daleko

]]far Ruth had removed herself from thought,...	Rút zapudila myšlení, ...
IR49	Eddie realized how much he loved them and[[how]]fortunate he was...	... uvědomil si, jak moc je má rád a jaké má štěstí, že ...
IR50	Ruth couldn't have known then[[how]]glad she would be to see him waiting for her later.	Rút nemohla vědět, jak ráda bude, až ho později uvidí, jak na ni čeká.
IR51	Ruth took the first game 15-8 before Scott had figured out[[how]]good she really was.	První hru vyhrála 15:8, než Scott přišel na to, jak dobrá skutečně je.
IR52	As they left by the stage-entrance door, Ruth told Allan and Eddie[[how]]grateful she was to them.	Když prošli východem pro účinkující, Rút přiznala, jak je jim vděčná.
IR53	His grayness was far in advance of[[how]]gray he'd been when Ruth Cole had seen him and likened him to a mole; ...	V obličeji byl daleko šedivější, než když ho viděla Rút Coleová a přirovnala ho ke krtkovi.
IR54	The third letter would express[[how]]hurt the letter writer felt,...	Třetí dopis vyjadřoval pisatelovo hluboké zklamání, že mu na druhý dopis neodpověděla.
IR55	Ruth knew[[how]]hurt Allan would be -...	Rút viděla, jak se Allan cítí dotčený, ...
IR56	... because she could see for herself[[how]]inconsequential his many women were to him.	... protože pochopila, jak bezvýznamné pro něho jeho četné milenky jsou.
IR57	It was further testimony to[[how]]international a writer Ruth Cole had become:...	Byl to další důkaz, že je mezinárodně uznávanou spisovatelkou: ...
IR58	... because she knew[[how]]little there would be for him to do.	Trápilo ji to už dlouho předtím, než přijel, protože věděla, že nebude mít moc co na práci.
IR59	Given[[how]]little she liked or trusted her instincts with men,...	Sice svým instinktům, pokud šlo o muže, moc nevěřila, ale ...
IR60	If only they'd realized[[how]]little she liked her so-called personal life!	Kdyby jen věděly, jak málo je spokojená se svým takzvaným osobním životem!
IR61	The desk itself was a testimony to[[how]]little Sergeant Hoekstra had used it!	Stůl sám byl důkazem, jak málo ho seržant Hoekstra využíval!
IR62	While Per may have been disappointed in[[how]]little Ruth had bled,...	Navzdory Perovu zklamání, jak málo krvácela, ...
IR63	He could tell that Marion was nervous by[[how]]long she took to get dressed.	Že Marion je nervózní, poznal podle toho, jak dlouho se oblékala.
IR64	Maybe the man's most infuriating gift was how soundly, and for[[how]]long, he could sleep!	Možná nejvíc rozčilujícím darem toho muže bylo, jak zdravě a jak dlouho dokázal spát!
IR65	And Ruth thought again of[[how]]lucky she'd been,...	A Rút si znovu pomyslela, jaké měla štěstí, že poznala jen tak málo neštěstí.
IR66	She knew[[how]]lucky both she and her father had been;	Věděla, jaké štěstí ona i její otec měli, ...
IR67	Ruth was amazed at[[how]]many books he had,...	Rút byla překvapená, kolik má knih ...
IR68	... Marion had not realized[[how]]many young mothers could be counted among those faculty wives.	Marion si zprvu neuvědomila, kolik nešťastných mladých maminek se mezi manželkami univerzitních profesorů vyskytne.
IR69	The prospect of this was what made Ruth realize[[how]]much her father had loved	Vyhlídka na rozhovor Rút přiměla, aby si uvědomila, jak moc ji otec miloval.

	her.	
IR70	Eddie blushed; he wasn't supposed to say[[how]]much he loved her.	Nečekal, že přijde řeč na to, jak moc ji miluje.
IR71	She was also unprepared for[[how]]much the photographs of these missing children would haunt her.	Také nebyla připravená na to, jak moc ji budou fotografie těch pohřešovaných dětí pronásledovat.
IR72	What Detective Sergeant McDermid was unprepared for was[[how]]much of the business of Missing Persons would entail studying the phot ...	Seržantka McDermidová však nebyla připravená na to, jak moc je při práci v oddělení pohřešovaných zapotřebí studovat fotografie dětí.
IR73	I've been thinking about[[how]]much I would like you to help me...	Právě jsem přemýšlela, s jakou radostí mi asi po tak předlouhé době budeš pomáhat."
IR74	what he didn't realize was[[how]]much, at that moment, she had forcefully reminded him of her unhappy m ...	Neuvědomil si totiž, jak silně mu v té chvíli připomíná svou nešťastnou matku.
IR75	With her heightened awareness of[[how]]much she loved her only child, ...	Ve zvýšené míře si uvědomila, jak moc své jediné dítě miluje, ...
IR76	By the time Eddie realized[[how]]much he would have preferred to ...	Než si Eddie uvědomil, jak rád by v Orient Pointu čekal sám, dřívější trajekt již odplul.
IR77	... everyone in attendance assumed that Ruth cried so bitterly because of[[how]]much she'd loved her husband.	Všichni zúčastnění se pochopitelně domnívali, že Rúť tak hořce pláče, protože manžela tak milovala.
IR78	She'd been unprepared for[[how]]much she was going to love him.	Nebyla připravená na to, jak moc ho bude milovat.
IR79	What Harry's women also complained about was[[how]]much he remained apart.	Harryho přítelkyně si také stěžovaly na jeho odtazitost.
IR80	Ted interrupted the part about[[how]]much he and Marion had had to drink,...	Přerušil vyprávění, když líčil, kolik toho s Marion vypili, ...
IR81	He wanted to keep talking - anything to distract her from imagining[[how]]much Graham might resemble Timothy	Chtěl mluvit a mluvit, aby jí zabránil přemýšlet, jak se asi Graham podobá Timothy.
IR82	Ruth had begun by telling him[[how]]much she'd liked Eddie O'Hare.	Začala tím, že mu vyprávěla, jak se jí strašně líbil Eddie O'Hare.
IR83	... he'd been surprised by[[how]]much he'd enjoyed the taste.	Byl tehdy překvapený, jak mu chutná.
IR84	Ruth couldn't wait to tell her father[[how]]much she had liked Eddie O'Hare -...	Rúť se nemohla dočkat, až otci řekne, jak moc se jí líbil Eddie O'Hare-...
IR85	... loving and hating her father as she now did, it tormented Ruth to know[[how]]much her father loved her.	Ve svých šestatřiceti letech otce milovala i nenáviděla, a proto ji mučilo zjištění, jak strašně ji miluje.
IR86	Eddie realized[[how]]much he loved them uvědomil si, jak moc je má rád ...
IR87	I hadn't realized[[how]]much you wanted to do it.'	"Neuvědomila jsem si, jak moc o to stojíš."
IR88	... the casual observer never knew[[how]]muscular he was.	... při zběžném pohledu si nikdo neuvědomil, jak je svalnatý.
IR89	There was a questionable logic to[[how]]nervous Ruth felt at home and how comfortable abroad; ...	Nervozita doma a pohoda v zahraničí postrádaly logiku.
IR90	... - that, and[[how]]noticeably upset Rooie had been.	... a Rooie je tak viditelně nešťastná.
IR91	They presumed they already knew her, because of[[how]]obsessively they'd read her novels.	Předpokládali, že ji znají, protože její romány přečetli s naprostou posedlostí.

IR92	... which belied[[how]]often and how closely Sergeant Hoekstra had read and reread it.	... což s ohledem na to, jak často a jak podrobně si ji seržant Hoekstra znovu a znovu pročítal, nebylo zrovna lichotivé.
IR93	... and each of them had commented on[[how]]pale the boy was,...	... a všechny konstatovaly, že ten chlapec je bledý.
IR94	There was something about[[how]]peaceful Dr Bosman looked...	Bylo mu nápadné, že doktor Bosman vypadá v křesle "Rudé" Dolores tak klidně ...
IR95	she could imagine[[how]]perfect those salmon-pink shoes looked on a slinky blonde.	... a uměla si představit, jak dokonale ty lososově růžové střevíce na štíhlé blondýnce vypadají.
IR96	... his memory of[[how]]positively ecstatic she'd been on the phone nearly caused him to...	Vzpomínka, jak nadšeně zněla v telefonu, způsobila, že ...
IR97	these ultraliterary types were also annoyed to observe[[how]]self-deprecating Ted Cole was - ...	Tyto ultraliterární typy byly také znechuceny, když viděly, jak Ted Cole sám sebe podceňuje, jak věčně skromně působí!
IR98	She couldn't stand to see[[how]]sheepish he was;...	Nedokázala snést, jak hloupě se chová.
IR99	She was laughing at[[how]]shocked her husband had been;...	Smála se, jak to jejího manžela šokovalo.
IR100	Eddie, not realizing[[how]]sick he had become of hamburgers,...	Eddie, který si neuvědomoval, jak je už přesycený hamburgerů, snědl důkladnou porci.
IR101	... reluctance to welcome Allan's proposal of marriage was her awareness of[[how]]smitten Allan was with her.	Věděla, jak je do ní Allan šíleně zamilovaný, a proto asi váhala přijmout jeho nabídku k sňatku.
IR102	... in addition to[[how]]sorry she feels for the particular boy ...	Navíc jí je líto jednoho konkrétního chlapce, ...
IR103	Maybe the man's most infuriating gift was[[how]]soundly, and for how long, he could sleep!	Možná nejvíc rozčilujícím darem toho muže bylo, jak zdravě a jak dlouho dokázal spát!
IR104	She knew, of course,[[how]]strongly she had affected him [...].	Samozřejmě věděla, jak na něho zapůsobila ona-a to ji trápilo.
IR105	Then you will know[[how]]untruthfully you have written about the real world.'	Pak poznáte, jak nepravdivě píšete o skutečném světě."
IR106	... she felt impervious to crying or to any form of showing[[how]]upset she was....	V obličeji měla strnulý výraz a měla pocit, že už se jí pláč i jiné projevy toho, jak je nešťastná, podaří ovládnout.
IR107	... he was surprised to see[[how]]vividly the picture hooks stood out against the walls.	... překvapilo ho, jak nápadně na stěnách vystávají skoby.
IR108	realizing[[how]]vulnerable Marion might be to a boy who ...	Svedl je dohromady, protože si uvědomil, jak asi chlapec, který jí bude připomínat Thomase a Timothyho, bude Marion přitahovat.
IR109	She also recalled[[how]]wonderfully understanding Allan had been.	Také si uvědomila, s jakým báječným pochopením se choval Allan.
IR110	Ruth remembered [[how]]wrecked she'd felt, for a full year after Graham was born.	Pamatovala se, jak ubohá si celý rok po Grahamově narození připadala sama.
PA02	So he could remember [[how]]bad it tasted.	Aby si vzpomněl, jak hnusně to chutnalo.
PA03	that's[[how]]bad I need to drink right now. "	... tak moc se zrovna potřebuju napít.
PA04	I tell Nico's flowered backside[[how	... vykládám Ničiným květovaným zádům,

]]beautiful she is, ...	jak je krásná, jak je milá a jak moc ji potřebuju.
PA05	She said people can't deal with[[how]]beautiful the world really is.	Řekla, že lidé se nedokážou vypořádat s tím, jak nádherný svět ve skutečnosti je.
PA06	That's[[how]]beautiful she looks.	Tak nádherně vypadá.
PA07	Nobody realized[[how]]boring it would become.	Nikomu nedošlo, jak potom bude nudný.
PA08	It showed him[[how]]brave and strong and happy a person could become.	Prokázalo mu to, jak chrabrým a silným a šťastným se člověk může stát.
PA09	That's[[how]]crazy she was.	Tak šílená byla.
PA10	This is[[how]]crazy my mom was.	Tak šílená moje máma byla.
PA11	"You'd be amazed[[how]]easy it is to rent one of these."	"To bys koukal, jak snadno si takovouhle káru může člověk pronajmout."
PA12	This is[[how]]far back she was going nuts.	Natolik už magořila.
PA13	... and it's amazing[[how]]fast I tear my ass out of that bush and run to the street.	Pak se rozsvítí i na zadní verandě a to byste koukali, jak rychle se odlifruju z toho trní a běžím na ulici.
PA14	You'll be amazed[[how]]fast the time flies.	Užasnete, jak rychle letí čas.
PA15	... that's[[how]]hot this Dr. Marshall is in my head.	... tak žhavá je tahle paní doktorka Marshallová v mojí hlavě.
PA16	And the Mommy said, "That shows[[how]]little you know."	A mamka na to: "Podle toho je vidět, jak málo toho víš."
PA17	It's depressing[[how]]many people get this same idea.	Je to až deprimující, jak hodně lidí dostane stejný nápad.
PA18	..., how sweet she is and[[how]]much I need her.	... vykládám Ničiným květovaným zádům, jak je krásná, jak je milá a jak moc ji potřebuju.
PA19	Distract her by mentioning lunch or the weather or[[how]]nice her hair looks.	Rozptýlíte ji zmínkou o obědě nebo o počasí nebo o tom, jaký má pěkný účes.
PA20	Her face forgets for a second[[how]]sorry she is, and her lips pull back to show her teeth.	Obličej na chvíličku zapomene, že má vyjadřovat lítost, rty se stáhnou a odhalí zuby.
PA21	... I tell Nico's flowered backside how beautiful she is,[[how]]sweet she is and how much I need her.	... vykládám Ničiným květovaným zádům, jak je krásná, jak je milá a jak moc ji potřebuju.
PA22	"You have no idea[[how]]tough it is to find good rocks in a city.	"Nedovedeš si představit, jak je těžký najít ve velkém městě pěkný kameny.

8.2 Interrogative clauses – list of examples

IR111	...Eddie opened a window to feel [[how]] cold it was - ...	Otevřel okno, aby zjistil, jak velká je zima.
IR112	... she opened up the old white Volvo, just to see [[how]] fast it could go.	Párkrát sešlápla plyn na plno, jen aby viděla, jak rychle staré bílé volvo dokáže jet.
IR113	She even went with him [...] to tell the barber [[how]] much to cut...	Šla s ním dokonce i k holiči, aby rozhodla, o kolik má chlapce ostříhat.